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தமிழ்நாடு அரசு

ஏழாம் வகுப்பு

மூன்றாம் பருவம்

தொகுதி 1

தமிழ்

ENGLISH

தமிழ்நாடு அரசு விலையில்லாப் பாடநூல் வழங்கும் திட்டத்தின்கீழ் வெளியிடப்பட்டது

பள்ளிக் கல்வித்துறை

தீண்டாமை மனிதநேயமற்ற செயலும் பெருங்குற்றமும் ஆகும்

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முதல் பதிப்பு - 2019

(புதிய பாடத்திட்டத்தின்கீழ்
வெளியிடப்பட்ட முப்பருவ நூல்)

விற்பனைக்கு அன்று

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தொகுப்பும்

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English

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Term 3

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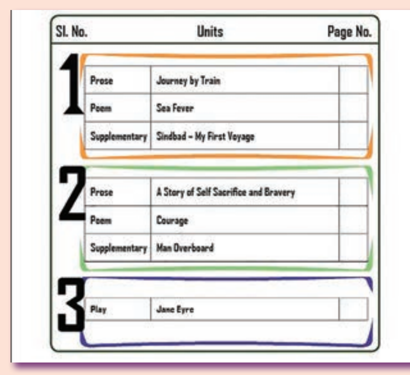
PREFACE

The English textbook for standard VII has been prepared following the guidelines given in the National Curriculum Framework, 2005. It has been created to make English language learning, both effective and enjoyable. The aim has been to balance learning the structures and vocabulary of the language, with learning their use, in everyday life.

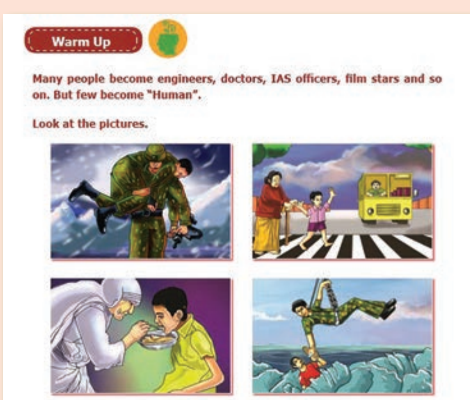
The activities have been graded carefully to allow a gradual building of language proficiency. The lessons provide effective individual and collaborative learning in pairs and groups and enable differentiation in multilevel classrooms. Each unit focuses on the themes of natural and social world to stimulate curiosity and imagination, engaging both heart and mind. An ICT Corner has been introduced in each unit for the first time in a State Board Text Book to develop current digital literacy skills.

How to use the book

- The Third Term English Book for Standard VII has two units and one play.
- Each unit is planned for a month.
- First two units are divided into **sections** and the third one is combined as it's a speech. Each section is designed to initiate and sustain the **Active Learning** process.



Sl. No.		Units	Page No.
1	Prose	Journey by Train	
	Poem	Sea Fever	
	Supplementary	Sindbad – My First Voyage	
2	Prose	A Story of Self Sacrifice and Bravery	
	Poem	Courage	
	Supplementary	Man Overboard	
3	Play	Jane Eyre	



Warm Up

Many people become engineers, doctors, IAS officers, film stars and so on. But few become "Human".

Look at the pictures.

- The **pictorial warm up page will help activate students own knowledge and ideas of the** topic.
- **The digital warm up** can be used for visualizing the theme to motivate and interest learners.

- **In-Text questions** in each section can be used for discussion and to check and develop comprehension skills.
- **Digital glossary** can be used to listen to correct pronunciation and visualise words.
- The **'Do You Know?'** box can be used to enhance general knowledge while initiating spoken language.

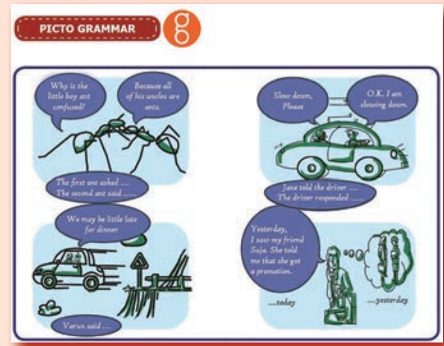


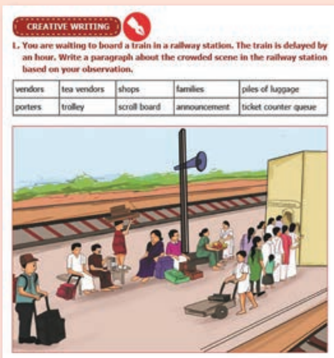
GLOSSARY

instantaneous	-	happening or done immediately
flickered	-	shone unsteadily
strive	-	make great effort
ingrained	-	firmly established and hard to change

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- The illustrations in Picto Grammar will make understanding of grammar easy.
- Digital Grammar Games can be used to reinforce learning to encourage students to play and learn easily.
- Language Check Point can highlight points of usage to avoid the common mistakes.





- Students can be taken through all the steps of writing with the help of pictures and prompts.
- Creative writing can be used to bring out their imaginative skill.
- Students can be encouraged to present or display their writings in the class.

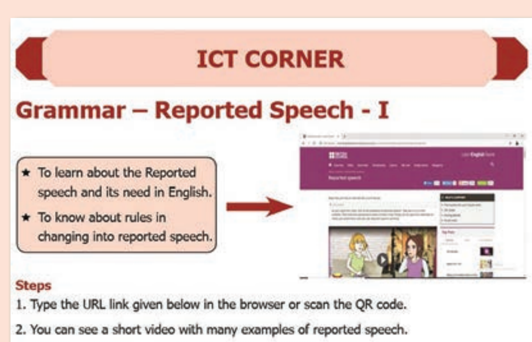
- The warm up picture given at the begining of each section can be used to discuss the theme of the poem.
- The focus should be on the enjoyment of the poem through exploring imaginary skills & rhythm.
- The supplementary section encourages extensive reading and appreciation of literature.





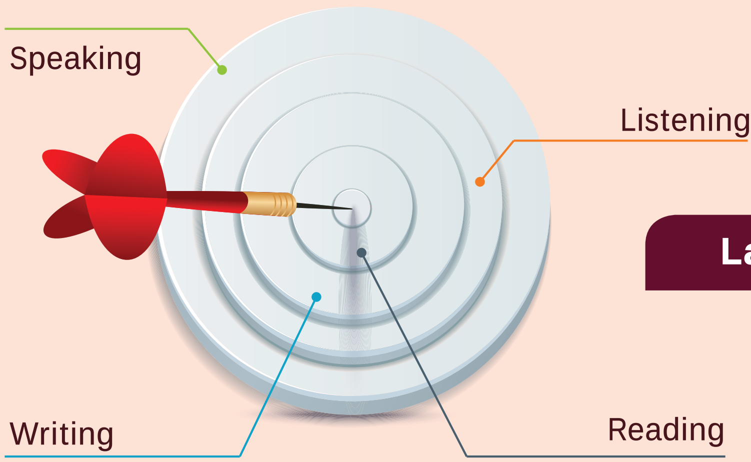
- Connecting to Self is based on the values of each lesson.
- Project is meant for working in groups and to develop collaborative learning.
- The development of higher order thinking skills is facilitated by the Steps to Success.

- Students can be encouraged to extend their reading activity through learning links section.
- Students can be helped to download the games and install them.
- The activities in ICT Corner will ensure learning language skills through websites and app links.



English

Key Features



Language Skills

Salient Features

- Connecting to self
- Think and do
- Steps to success
- Language Checkpoint
- Picto grammar

Language Enrichment

- Literary Appreciation
- Creative Writing
- Project Work
- Learning Links



Digital Features

- Digi Warm up
- e-Glossary
- Grammar Games
- ICT Corner
- Infographics

Learning Outcomes

- The learner answers questions orally and in writing on a variety of tests.
- reads poems.
- engages in conversation with family and friends.
- Responds to different kinds of instructions in varied contexts.
- Asks and responds to questions based on text.
- Reads textual and non textual materials and comprehends.
- Identifies details – character's name, ideas, themes and relates to them.
- Thinks critically and relates them to life.
- Reads to seek information and write messages.
- Infers the meaning of unfamiliar words by reading them in contexts.
- Writes grammatically correct sentences using determiners.
- Learns new words and understands their contextual meanings.
- Demonstrates knowledge of the story elements in a A Story of Self Sacrifice and Bravery.
- Cites evidence for the explicit and implied meaning of the poem and appreciates the poetic devices used in the poem.
- Differentiate present and past reported speech.
- Develops skill of writing stories.
- Appreciates nature and nurtures it.
- Communicates softly.
- Answers questions orally and in written form.

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CONTENT

Text Book	Assessment	Digi Links
R5A2X7	R7M1D1	B346_7_ENGLISH_LANG

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1 Journey by Train

Prose

Warm Up

Work in pairs. Choose six items which are essential for a camp. Rank their priority and justify your answer.












1. ________________
2. ________________
3. ________________
4. ________________
5. ________________
6. ________________

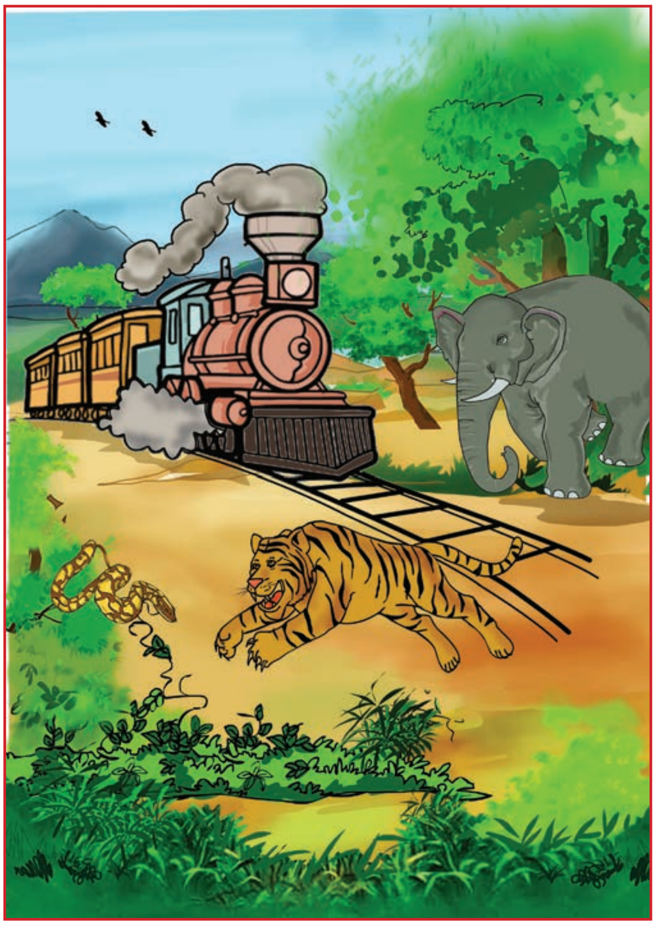
Section I

READING

Listen to the teacher read this section.

Journey by Train

This extract is taken from the classic adventure novel, **Around the World in Eighty Days** by Jules Verne. An Englishman, Mr. Phileas Fogg, along with his French attendant, Passepartout, attempts to go round the world in eighty days on a wager of $20,000 (roughly $1.6 million today) set by his friends at the Reform Club.



Read this extract, where Phileas Fogg travels through some parts of India at a time when the railways were being built in the country.

Some places are spelt differently as the book was written over a century ago.

The train had started punctually. Among the passengers were a number of officers, Government officials and merchants. Passepart out rode in the same carriage with Mr.Fogg, and a third passenger occupied a seat opposite to them. This was Sir Francis Cromarty, one of the friends Mr. Fogg made on the ship Mongolia that brought him to Bombay.

An hour after leaving Bombay the train had passed the bridges and the Island of Salcette, and had got into the open country.

During the night the train left the mountains behind, and passed Nassik, and the next day **proceeded** over the flat, well-cultivated country of the Khandesh, with its straggling villages, above which rose the towers of temples. This **fertile territory** is watered by many small rivers and clear streams, mostly tributaries of the Godavari.

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Passepartout, on waking and looking out, could not believe that he was actually crossing India in a railway train. The **locomotive**, guided by an English engineer and fed with coal, threw out its smoke upon cotton, coffee, nutmeg, clove, and pepper plantations, while the steam curled in spirals around groups of palm-trees, in the midst of which were seen attractive bungalows, viharas (sort of abandoned monasteries), and marvellous temples decorated by the rich work of Indian architecture. Then they came upon vast areas extending to the **horizon**, with jungles where snakes and tigers lived. These creatures fled at the noise of the train. Then they came to forests where elephants stood **gazing** with sad eyes at the train as it passed.

At half-past twelve the train stopped at Burhampoor. The travellers made a **hasty** breakfast and started off for Assurghur. Now they travelled along the banks of the small river Tapty, which empties into the Gulf of Cambray, near Surat.

Then towards evening the train entered the valleys of the Sutpour Mountains, which separate the Khandeish from Bundelcund. It was three in the morning.

DO YOU KNOW?

Travelling improves memory and reduces the risk of heart diseases. It makes us more intelligent and happier. This has been proved by scientists.

Give a picturesque view through which the train travels.

GLOSSARY

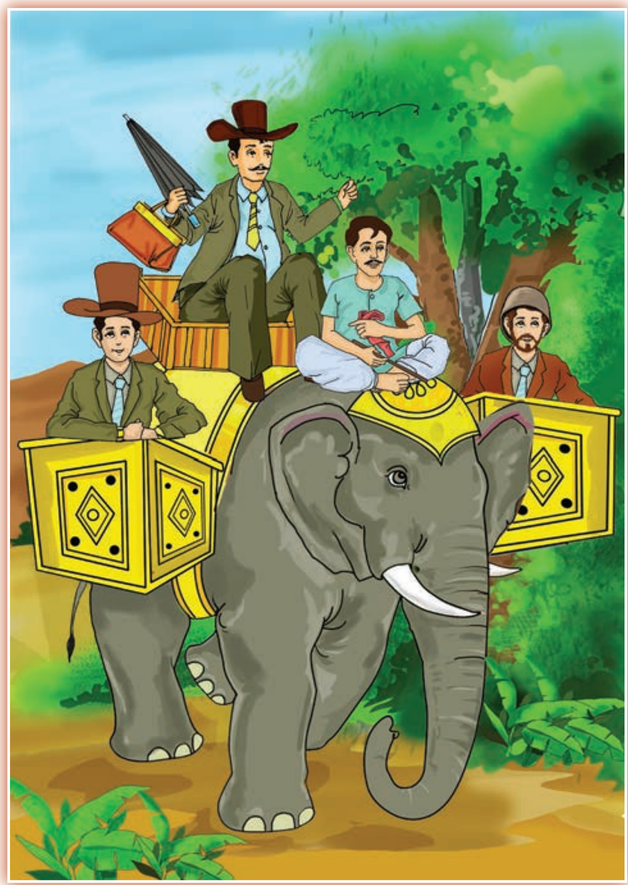
R9Q3R7

proceeded	-	moved
fertile territory	-	rich vegetated area
locomotive	-	railway engine
horizon	-	the line at which the earth's surface and the sky appear to meet
gazing	-	look steadily
hasty	-	quick

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Section II

Take turns and read this section aloud.



The train stopped, at eight o'clock, in the midst of a clearing some fifteen miles beyond Rothal, where there were several bungalows, and workmen's cabins. The conductor, passing along the carriages, shouted, 'Passengers will get out here!'

Phileas Fogg looked at Sir Francis Cromarty for an explanation; but the general could not tell why there was a **halt** in the midst of this forest of dates and **acacias**.

Curious, Passepartout rushed out and speedily returned, crying: 'Monsieur, no more railway!'

'What do you mean?' asked Sir Francis.

'I mean to say that the train isn't going to go any futher.'

The general at once stepped out, while Phileas Fogg calmly followed him, and they proceeded together to the conductor.

'Where are we?' asked Sir Francis.

'At the hamlet of Kholby.'

'Do we stop here?'

'Certainly. The railway isn't finished.'

'What! not finished?'

'No. There's still a matter of fifty miles to be laid from here to Allahabad, where the line begins again.'

'But the papers announced the opening of the railway throughout.'

'What can I tell you, officer? The papers were mistaken.'

'Yet you sell tickets from Bombay to Calcutta,' **snapped** Sir Francis, who was growing angry.

'No doubt,' replied the conductor; 'but the passengers know that they must provide means of transportation for themselves from Kholby to Allahabad.'

Sir Francis was **furious**. Passepartout would willingly have knocked the conductor down, and did not dare to look at Mr.Fogg.

'Sir Francis,' said Mr. Fogg quietly, 'we will, if you please, look about for some means of transport to Allahabad.'

'Mr. Fogg, this is a delay greatly to your disadvantage.'

'No, Sir Francis; it was **foreseen**.'

'What! You knew that the way—'

'Not at all; but I knew that some **obstacle** or other would sooner or later arise on my route. Nothing, therefore, is lost.

I have two days, which I have already gained, to sacrifice. A steamer leaves Calcutta for Hong Kong at noon, on the 25th. This is the 22nd, and we shall reach Calcutta in time.'

DO YOU KNOW?

Agra is one of the most visited destinations in India. The main reason is the Taj Mahal. Agra also has other attractions, like the Agra Fort, the Sikandra Fort, Akbar's tomb and many other tourist spots.

Discuss and answer.

1. Why did the train stop in the middle of the forest?
2. Why was Sir Francis angry?

GLOSSARY

halt	-	stop
acacia	-	a thorny tree
snapped	-	became angry
furious	-	extremely angry
foreseen	-	predicted
obstacle	-	difficulty

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Section III

Mr. Fogg and Sir Francis Cromarty, after searching the village from end to end, came back without having found anything.

'I shall go on foot,' said Phileas Fogg.

Passepartout, who had now rejoined his master, made an unhappy face, as he thought of his magnificent Indian shoes. Happily he too had been looking about him, and, after a moment's **hesitation**, said, 'Monsieur, I think I have found a means of **conveyance**.'

'What?'

'An elephant! An elephant that belongs to an Indian who lives but a hundred steps from here.'

Kiouni—this was the name of the animal—could doubtless travel **rapidly** for a long time, and, in the absence of any other means of transport, Mr. Fogg resolved to hire him.

When therefore Mr. Fogg proposed this to the elephant's owner, he refused **point-blank**. Mr. Fogg **persisted**, offering the excessive sum of ten pounds an hour for the loan of the animal to Allahabad. **Refused**. Twenty pounds? Refused also. Forty pounds? Still refused.

Phileas Fogg, without getting in the least **flurried**, then proposed to purchase the animal outright, and at first offered a thousand pounds for him. The owner, perhaps thinking he was going to make a great bargain, still refused.

Mr. Fogg offered first twelve hundred, then fifteen hundred, eighteen hundred, two thousand pounds. Passepartout was fairly white with suspense. At two thousand pounds the man **yielded**.

'Good heavens, what a price for an elephant!' cried Passepartout.

A young man, with an intelligent face, offered his services as a guide, which Mr. Fogg accepted, promising so generous a reward as to greatly increased his zeal. The elephant was led out and equipped.

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The man, who was a skilled elephant driver, covered the elephant's back with a sort of saddle-cloth, and attached to each of its sides some uncomfortable **howdahs**. Phileas Fogg paid the elephant owner with some banknotes which he extracted from the famous **carpet-bag**, an action that made poor Passepartout lose his breath.

While Sir Francis and Mr. Fogg took the howdahs on either side, Passepartout got onto the saddle-cloth between them. The driver **perched** himself on the elephant's neck, and at nine o'clock they set out from the village, the animal marching off through the dense forest of palms by the short cuts.

Jules Verne

Discuss and answer.

1. Which mode of transport did Fogg choose?
2. Did he hire Kiouni? Why?
3. Why was the elephant owner happy with the deal?

GLOSSARY

C1F4J8

hesitation	-	unwilling
conveyance		transportation
rapidly	-	quickly
persisted	-	continued
refused	-	not willing
point-blank	-	bluntly
flurried	-	worried
yielded	-	accepted
howdahs	-	a seat for riding on the back of an elephant
carpet bag	-	Mr. Phileas Fogg left London with very little luggage. All his money was in the carpet bag.
perched	-	positioned

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READ AND UNDERSTAND

A. Fill in the table

Problems Faced By Mr. Fogg And His Team	Solution
The train stopped in the middle of the forest.	
They couldn't hire the elephant.	
They were in need of an elephant driver.	

B. Answer the questions briefly.

1. Who inhabited the jungles that the train passed through?
2. What was the reaction of the inhabitants?
3. What did Mr. Fogg mean by, 'it was foreseen'?
4. Describe the elephant driver in your own words.

C. Think and Answer.

1. What qualities of Mr. Phileas Fogg are highlighted in this extract? Support your answer with suitable examples.

VOCABULARY

D. Fill in the blanks with correct travel words.

schedule	*reach*	*book*	*railway*	*pack*	*board*

To make travel convenient, we must _______ tickets well in advance. Then we have to ___________ our things and _________ our trip. We have to reach the _________ station in time and _________the train in order to ___________ our destination.

E. Match the phrasal verbs with their meanings.

Section - A	Section – B
Phrasal verbs	**Meanings**
1. set out	- to go somewhere for a short break or holiday
2. pick up	- to begin a journey
3. get away	- to enter a bus, a train or a plane
4. see off	- to leave a bus, a train or a plane
5. get into	- to go to the station to say good bye to someone
6. get off	- to get someone from a place

F. DICTIONARY TASK

Refer to a dictionary. Find the meaning of the following words and write them down.

1. journey - ____________________
2. picnic - ____________________
3. pilgrimage - ____________________
4. tour - ____________________
5. vacation - ____________________
6. excursion - ____________________

Language Check Point

Don't say	Say	Note
Did you come in train?	Did you come by train?	Always use the preposition 'by' to indicate travel by a vehicle.
I came to office by walk.	I came to office on foot.	We can say ‘by car’ ‘by bus’ .But we cannot say ‘by walk’ as walk is not a means of transport used to travel. We walk on our feet.
The ship has a team of twenty five sailors.	The ship has a crew of twenty five sailors.	The group of people who work in a ship is called ‘crew’.

LISTENING

C3S2Z2

G. Listen to the teacher reading the Weather forecast and complete the report.

Name of the Cyclone is _____.It may affect the places__________ and ___________. Heavy rains are expected on ________and __________.It is ________ away from Nagapatinam.

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SPEAKING

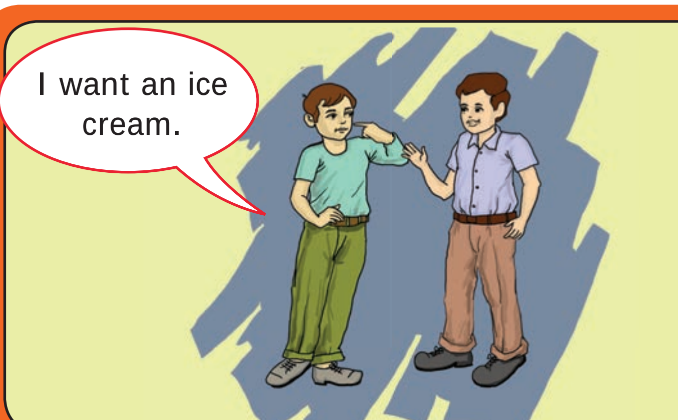
H. Your family has decided to go on a tour during the vacation. You are calling a travel agency and seeking information regarding package, places of visit, cost etc. Work in pairs and role play as a receptionist and a customer.

PICTO GRAMMAR

Reported Speech

The actual words spoken by a person is Direct speech. They are enclosed within quotation marks.

When we later report this, making changes to the words the speaker originally said, it is Reported Speech. (Indirect Speech)

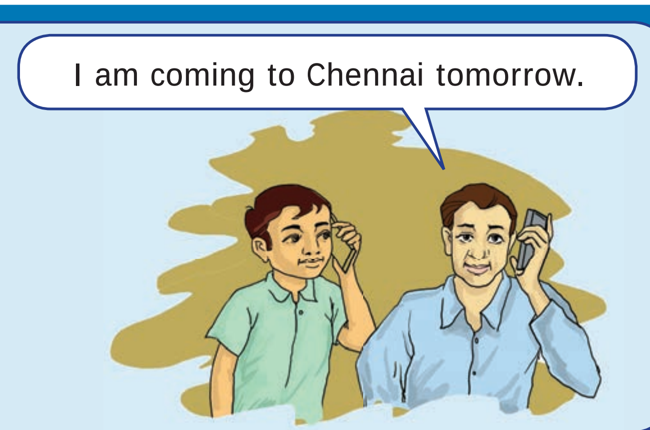


DIRECT SPEECH: Ram said to Rakesh, "I want an ice cream."

INDIRECT SPEECH: Ram told Rakesh that he wanted an ice cream.

DIRECT SPEECH: My uncle said to me, "I am coming to Chennai tomorrow."

INDIRECT SPEECH: My uncle told me that he was coming to Chennai the next day.



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DIRECT SPEECH: Monica said, "I want to become a doctor."

INDIRECT SPEECH: Monica said that she wanted to become a doctor.

DIRECT SPEECH: The librarian said, "The comic books are kept on the second shelf."

INDIRECT SPEECH: The librarian said that the comic books were kept on the second shelf.



DIRECT SPEECH: Sidharthan said, "The monument is beautiful."

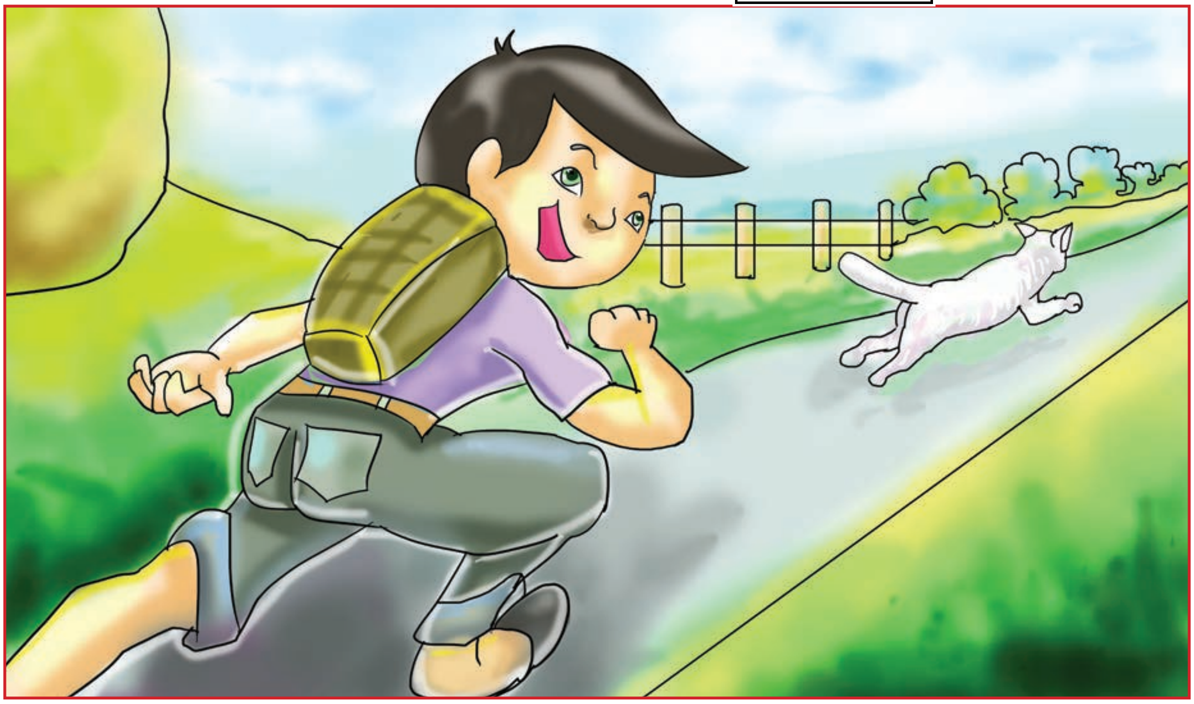
INDIRECT SPEECH: Sidharthan said that the monument was beautiful.



USE GRAMMAR

I. Rewrite the story in the past tense.

H8L3J8



The boy chases a cat. The cat climbs up the tree and purrs from the branch of the tree. The cat jumps to another tree. The boy who is chasing the cat notices a snake under the tree. He leaves his attempt to catch the cat and he runs home screaming for help.

J. Look at the picture and complete the following.

This hotel is famous for masala idli.



Yes! It's soft and spongy.



Yummy...yummy! It's delicious too.



Mmm...They have added Kashmiri chilli and spices too.



My sister also likes this dish very much.



Nila told Miruthula______________________________. Miruthula said that the idly ______________________________. Nila ________________was delicious too. She also said that they had added Kashmiri chilli. Miruthula said ___________________ very much.

WRITING

An itinerary

An itinerary is a detailed plan of a journey. It includes dates, time, stops, activity and mode of transport.

K. Your friend is coming to your city / town to spend a week with you. He / she wants to visit some tourist places, and enjoy the special food items of the place. Prepare a two day itinerary for the visit.

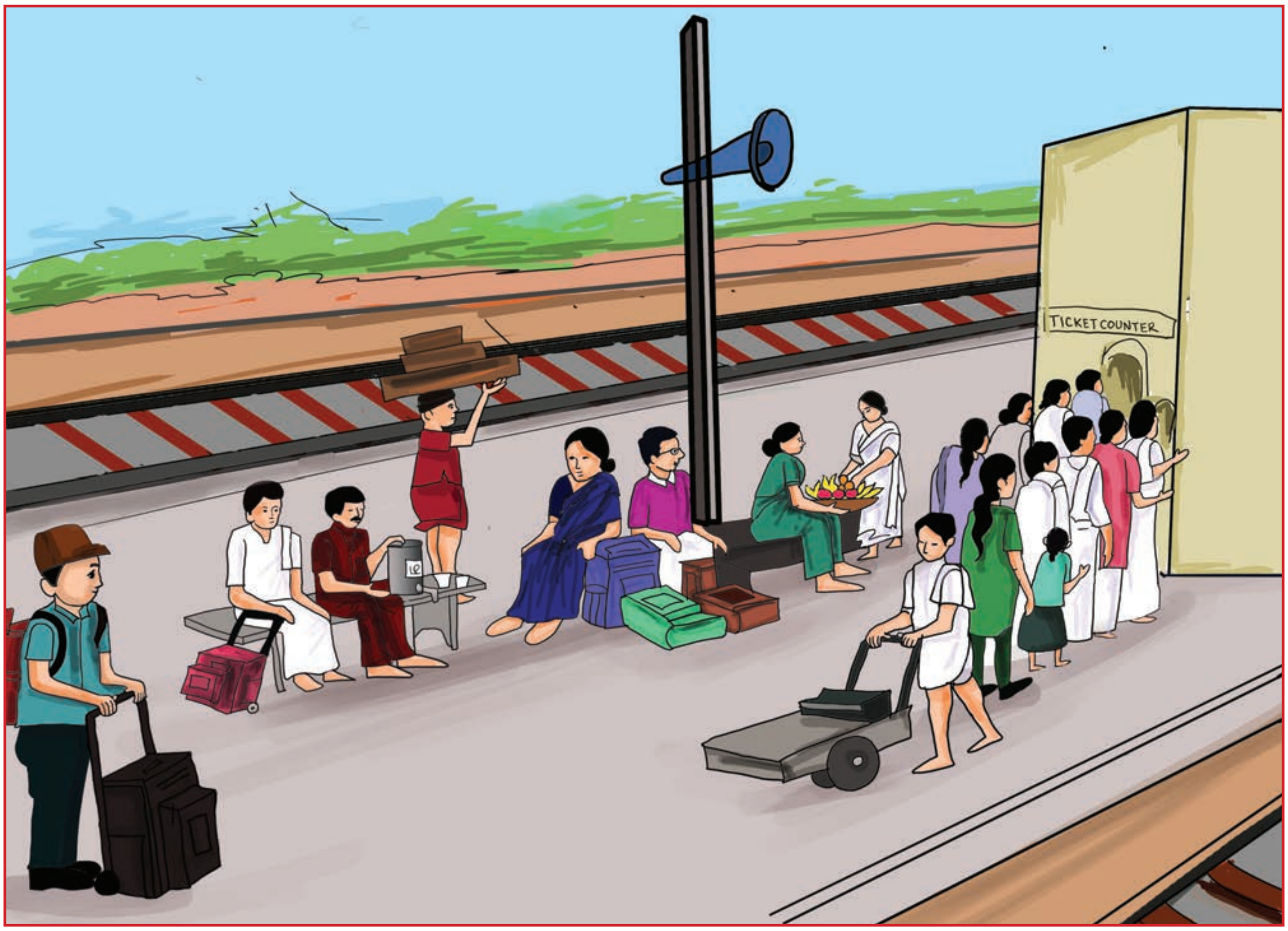
Day	Timing	Stopover	Activity	Mode of Transport
Day 1 Sunday	8.00 am ______	Market _______	Go shopping for	Auto ________
	____________	____________	clothes/curios	____________
	____________	____________	____________	____________
	____________	____________	____________	____________
Day 2 Monday	____________	____________	____________	____________
	____________	____________	____________	____________
	____________	____________	____________	____________
	____________	____________	____________	____________

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CREATIVE WRITING

L. You are waiting to board a train in a railway station. The train is delayed by an hour. Write a paragraph about the crowded scene in the railway station based on your observation.

vendors	tea vendors	shops	families	piles of luggage
porters	trolley	scroll board	announcement	ticket counter queue



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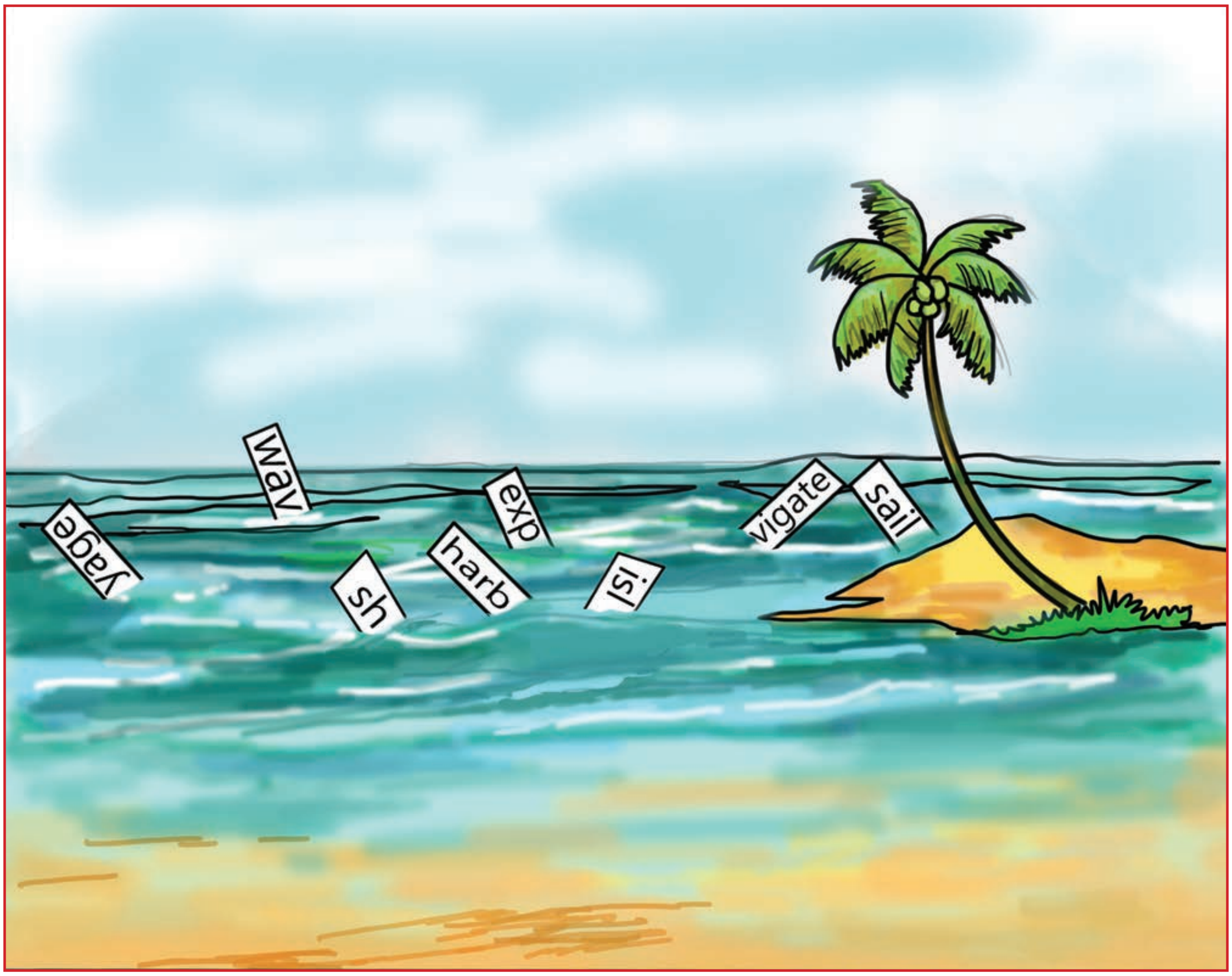
1 Sea Fever

Poem

C5V5D8

Warm Up

Rescue the sinking words!



1. ____________________.
2. ____________________.
3. ____________________.
4. ____________________.
5. ____________________.
6. ____________________.
7. ____________________.
8. ____________________.

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I must go down to the seas again, to the lonely sea and the sky,
And all I ask is a tall ship and a star to steer her by;
And the wheel's kick and the wind's song and the white sail's shaking,
And a grey mist on the sea's face, and a grey dawn breaking.
I must go down to the seas again, for the call of the running tide
Is a wild call and a clear call that may not be denied;

And all I ask is a windy day with the white clouds flying,
And the flung spray and the blown spume, and the sea-gulls crying.
I must go down to the seas again, to the vagrant gypsy life,
To the gull's way and the whale's way where the wind's like a whetted knife;
And all I ask is a merry yarn from a laughing fellow-rover,
And quiet sleep and a sweet dream when the long trick's over.

John Masefield

John Masefield (1878–1967) was an English Poet and writer. He was appointed poet laureate of the United Kingdom in 1930.

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GLOSSARY

Q8E6I1

Star to steer	-	the north star is the pole star which tells the sailor where North is and thus they can steer the ship correctly
flung	-	threw
spume	-	sea foam
vagrant	-	wandering
whetted	-	sharpened
yarn	-	A long or rambling story especially one that is impossible
flurried	-	worried
rover	-	wanderer
trick	-	a period of stay on the ship after the voyage

A. Read the poem aloud in pairs.

B. Choose the best answer.

1. The title of the poem 'Sea Fever' means ______________________.

   a) flu fever
   b) the poet's deep wish to be at sea
   c) the poet's fear of the sea

2. The poet asks for ___________________.

   a) a fishing net
   b) a big boat
   c) a tall ship

3. The poet wants to lead a life at sea like __________________.

   a) the gulls and whales
   b) the penguins and sharks
   c) the pelicans and dolphins

C. Read the lines and answer the questions.

1. *I must go down to the sea again, to the lonely sea and the sky*
   Where does the poet want to go?
2. *And the wheel's kick and the winds song and the white sail's shaking*
   What according to the poet are the pleasures of sailing?
3. *And all I ask is a windy day with the white clouds flying*
   Why does the poet ask for a windy day?
4. *And all I ask is a merry yarn from a laughing fellow rover.*
   What kind of human company does the poet want?
5. *And quiet sleep and a sweet dream when the long trick's over*
   What does the poet want to do after his voyage is over?

D. Poem Appreciation

1. Fill in the blanks with correct rhyming words from the poem.

   sky_____________, knife___________, rover_____________
2. Quote the line that has been repeated in the poem.

   ____.
3. Write the poetic device which is used in the line below.

   And a grey mist on the sea's face ……………………..
4. What poetic device is used for the comparison in the below line?

   ………….where the wind's like a whetted life:

E. The poem has many visual and sound images. Complete the table with examples from the poem. The first one has been done for you.

Visual images	Sound images
Wheel's kick	Wind's song

1 Sindbad – My First Voyage

Supplementary

Sinbad the Sailor is a fictional mariner and the hero of a story-cycle of Middle Eastern origin. He is described as a man from Baghdad during the early Abbasid Caliphate (8th and 9th centuries CE). In the course of seven voyages throughout the seas east of Africa and south of Asia, he has fantastic adventures in magical realms, encountering monsters and witnessing supernatural **phenomena**.

X4D5F3

In this extract, the rich Sindbad describes his first voyage to the poor Sindbad (porter).



My father was a rich merchant. When he died, I was still young. He left behind a big wealth. However, I was an inexperienced thoughtless youth and spent all his wealth foolishly.

I returned to my senses only after the loss of all the wealth. I decided to sail for the Persian Gulf with some goods. Our group sailed from one country to another, selling the goods. One day, when we were on board, we saw a beautiful small green island. Just to have some fun, we all got down on that green patch. We were hungry and so we decided to cook some food there. As soon as we lit the fire for cooking, we got a jerk. The island was **trembling**. It was no island. It was the back of a huge animal, which got disturbed when the fire was lit on his back. We were **terrified** when we realized this. Everyone jumped into the sea to save his life. Most of them boarded the ship. But a few were not so fortunate. Before they could climb up, the captain started the ship hurriedly leaving behind a few sailors who were still struggling in the sea for their life. I was one among those strugglers. Fortunately, I caught hold of a big piece of wood floating nearby and held on to it.



I was being **tossed** by the powerful sea waves but I held on to the wood and kept floating for a long time. At last, I was thrown on an island. I was very tired and extremely hungry. But on the island, there was nothing to eat except a few herbs. Due to the continuous struggle in the seawater, my limbs became stiff and refused to move. I somehow managed to crawl to get a few herbs. I ate them and **quenched** my thirst from a spring on the island.

As I walked further in this strange land, I met a man. The man asked me where I had come from and who I was. I **poured out** my misfortune to him. The man felt pity when he heard my sad story. He took me inside a cave. There were a number of men present. They were all slaves of the king of the island. Those men were kind. They served me good food and drink and treated me well.

Later on, they produced me in front of the king, Mihrjan, who was the ruler of the island. I narrated my tale of suffering and hardship to the king. The king was a noble and kind person. He sympathized with me and appointed me as an officer on the spot.

Soon, I became friendly with the people on the island. There were a number of other small islands nearby. These islands were under King Mihrjan, too. During my stay, I **witnessed** a number of remarkable sights. The seawater around the islands contained huge and terrible fishes. A few were hundred times bigger than the largest ship. Once I saw a fish that had a head like a bull. I witnessed many unimaginable wonders.

Ships from different parts of the world visited this small island kingdom's port regularly. Every day I would ask the visiting sailors about my city Baghdad, but no one knew about my city. I longed to go back home.

One day, when I was standing on the port, I saw a ship approaching the port. It was the same ship, which had sailed further after leaving me behind, struggling in the

sea. When the captain of the ship saw me, he was greatly surprised to find me alive. He and the other crew members hugged me with happiness. The captain handed over my goods to me, which had been left on the ship.

Among my goods, I chose a few valuable items and presented those to the kind king. In return, the king also gave me expensive presents. The ship stayed on the island for a few days. Meanwhile, I did good business and earned a lot of money.

When it was time to leave, I went to meet the king. I thanked the king for his kindnesses and all the favours he had done to me. The king again gave me many valuable farewell gifts. Finally I returned to my city Baghdad as a rich man.

Sindbad completed the tale of his first voyage. The poor porter Sindbad was listening to the amazing tale of Sindbad with all wonder. Sindbad the sailor then bade good bye to the poor porter and asked him to come the next day to hear the tale of his new voyage. But before leaving, he presented Sindbad a purse full of gold coins. The unexpected riches overjoyed Sindbad the porter. He thanked his rich host and went home.

GLOSSARY

K3B9W7

phenomena	-	events
trembling	-	shaking
terrified	-	frightened
tossed	-	thrown about
quenched	-	satisfied by drinking
poured out	-	expressed freely
hardship	-	severe suffering
witnessed	-	observed

A. Match the following.

Column A	Column B
green island	in the cave
Mihrjan	huge fish
Sindbad the Sailor	the king
Sindbad the Porter	voyager
slaves	poor listener

B. Choose the correct options from the ones.

1. Sindbad decided to sail to the ____________ (Persian Gulf /Mexican Gulf) with some goods.
2. He was being tossed by powerful waves and was thrown on an /a __________. (island/peninsula)
3. The men in the cave were all_________________ (ministers/slaves) of the king.
4. The king was a ______________ (noble and kind/mean and cruel) person.
5. The king gave many valuable______________ (gifts/rewards) to Sindbad.

C. Read the passage and answer the questions given below.

One day, when I was standing on the port, I saw a ship approaching the port. It was the same ship, which had sailed further after leaving me behind, struggling in the sea. When the captain of the ship saw me, he was greatly surprised to find me alive. He and the other crew members hugged me with happiness. The captain handed over my goods to me, which had been left on the ship.

1. Where was he standing?
2. What did he see?
3. Whom did he meet on the ship and why was the person surprised?
4. What did he get back from the captain?

D. Rearrange the following sentences in the correct order.

1. I longed to go back home.
2. I narrated my tale of sufferings and hardships to the king.
3. Our group sailed from one country to another, selling goods.
4. I saw the same ship approaching the port.
5. My father was a rich merchant.
6. I was being tossed by the frequent powerful waves.
7. Sindbad completed the tale of his voyage.
8. He presented the purse full of gold coins.

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E. Work in pairs and write the answers.

1. Describe the island that the ship's crew found.
2. Did Sindbad the porter enjoy his meeting with Sindbad the sailor? Why?

PROJECT

F. Brochure Making

Your school is organising an educational trip. Work in a team and prepare a brochure for the trip. Include places to see, essential things to be brought, and the activities one can do on the trip.

Remember

- ❖ Write in short paragraphs with headings.
- ❖ Use bullet points.
- ❖ Use different font size or colour to highlight.
- ❖ Use catchy slogans.
- ❖ Use pictures, drawings and graphs.

CONNECTING TO SELF

G. Road Safety

Road safety rules make our driving a better experience. As a responsible citizen we ought to obey traffic rules and pay attention to the road signs.

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Look at the picture. Circle the dangerous actions of pedestrians on or near the road. Discuss in groups and write down the Pedestrians Road Safety Rules.



1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

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STEP TO SUCCESS

H. A set of words are given below. Categorize it under the appropriate columns.

crew	compartment	engine driver	helmsman	porter
TTE	anchor	captain	platform	visa
pilot	passport	deck	air hostess	cockpit

Airport	Railway station	Harbour

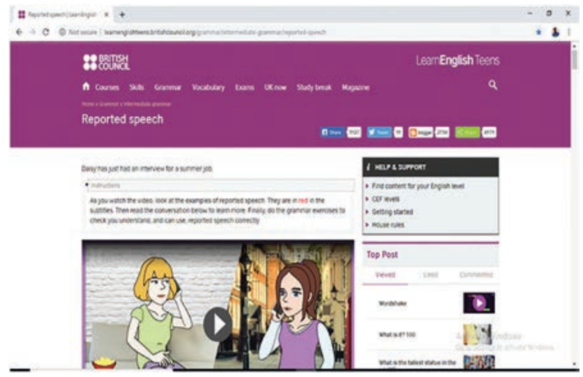
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ICT CORNER

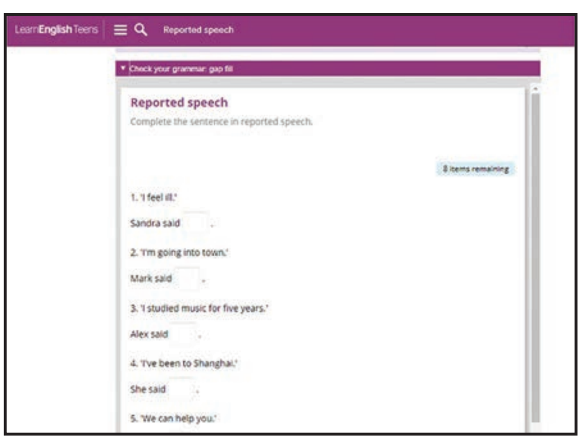
Grammar – Reported Speech - I

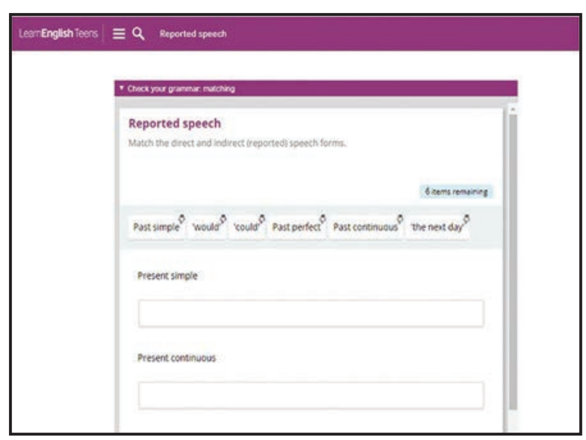
- To learn about the Reported speech and its need in English.
- To know about rules in changing into reported speech.



Steps

1. Type the URL link given below in the browser or scan the QR code.
2. You can see a short video with many examples of reported speech.
3. After watching the video, read the conversation given below which explains the rules in changing a speech into reported speech.
4. Click the check your grammar link and practice with the exercises.
5. Complete all the exercises to check your knowledge as well as to strengthen your learning in Reported speech.





Website URL

Click the following link or scan the QR code to access the website.

http://learnenglishteens.britishcouncil.org/grammar/intermediate-grammar/reported-speech

** Images are indicative only.

B346_7_ENGLISH_LANG

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2 A Story of Self Sacrifice and Bravery

Prose

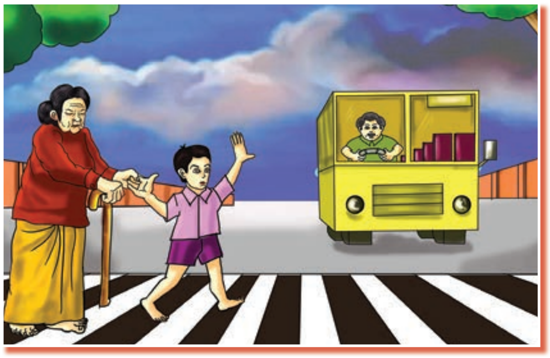
Warm Up

X6G7T9

Many people become engineers, doctors, IAS officers, film stars and so on. But few become "Human".

Look at the pictures.









Discuss and Answer	Think and Answer
1. What makes a person a hero?	1. Can you think of a situation in which taking a small action would make a big difference?
2. How do heroes make a difference?	2. What about everyday heroes who do small but important acts?
3. Does every hero have to fight or risk their life?	3. Are these people really heroes?

Section I

READING

Listen to your teacher read this section. Discuss with your partner and answer the questions.

Pan Am Flight 73

It was the morning of September 5, 1986. The aircraft, Pan Am Flight 73 with 360 passengers on board, had just arrived from Mumbai and was ready to depart from Jinnah International Airport in Karachi for its destination — the United States. Unfortunately, the flight was **hijacked** by four heavily armed terrorists while it was parked at Karachi airport.

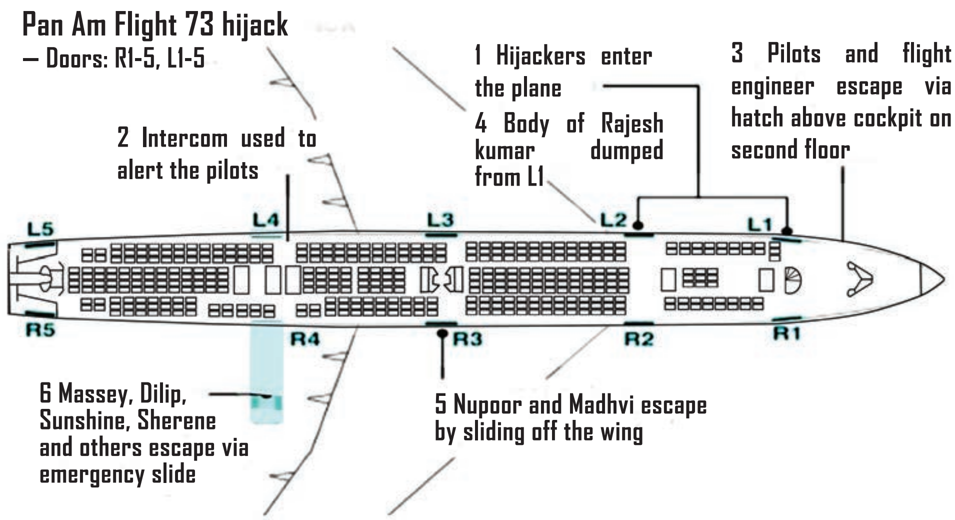
The passengers on the plane hailed from different countries — there were Indians, Germans, Americans, and Pakistanis, among others. The terrorists were more intent on targeting the Americans. When Neerja was told to collect the passports of the passengers, Neerja managed to hide their passports and discard them down the rubbish chute. With her help at least 39 American passengers were saved out of 41. The hijackers wanted to fly to Israel and crash the plane against a building. On being confronted with this unexpected **calamity**, Neerja immediately sprang into action. She attempted first and foremost, to alert the pilots in the cockpit of the hijacked plane so that they could save themselves. When the terrorists saw that, they **assaulted** her. She then passed on the warning in a code, which alerted the pilots. As per the mandate, they made an escape through the alternate exit so that the terrorists were at a loss of pilots who could be forced to fly the plane to the terrorists' desired location.

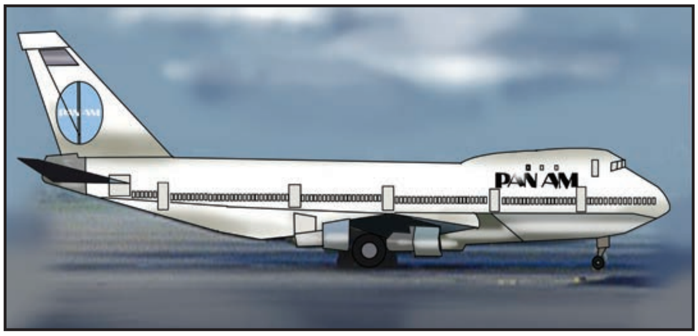
"I will die, but not run away"— this is what a young Neerja told her mother when they had discussed the sensitive situation of a hypothetical hijack. Her brother Aneesh Bhanot recalls how one day her mother had picked this topic and told Neerja that she must save herself in case a hijack ever took place on a Pan Am flight — the airlines that Neerja was working for. To this, Neerja had asked her mother to never think this way again, for she was determined to not be a coward in such a situation; and she lived up to her word.

The nightmare on the aircraft continued for long. The **frustration** and helplessness of the terrorists grew every hour and their patience was running out. Seventeen hours into the hijack, the plane ran out of power. The terrorists lost their cool and opened fire on the passengers. Armed with grenades, plastic explosive belts, and pistols, the terrorists

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raised hell on board. Taking advantage of the chaos and the terrorists' senselessness, Neerja leapt into action at this point of time. She shed all her hesitation and fears and worked her way around **evacuating** as many passengers as she could. She could have run away for she knew the escape routes well, but she didn't. She waited selflessly in the face of death to help the ones around her.





As she was about to exit herself, she noticed three children who were left in the flight. They needed her help in escaping. As the brave-heart rescued the kids, she was hit by the bullets fired by one of the terrorists. The wounds **inflicted** were fatal, and Neerja eventually succumbed to them. By a cruel twist of fate, this heroic young girl passed away.

Discuss and Answer.

1. How did Neerja save the Americans?
2. Why did Neerja alert the pilots?
3. What happened when the terrorists lost their patience?

GLOSSARY

hijacked	-	illegally seized control of an aircraft, ship, etc
calamity	-	a sudden event causing great damage or distress
assaulted	-	attacked violently
frustration	-	the feeling of annoyance when one's actions are prevented from progressing or succeeding
inflicted	-	caused something unpleasant to be suffered by

Section II

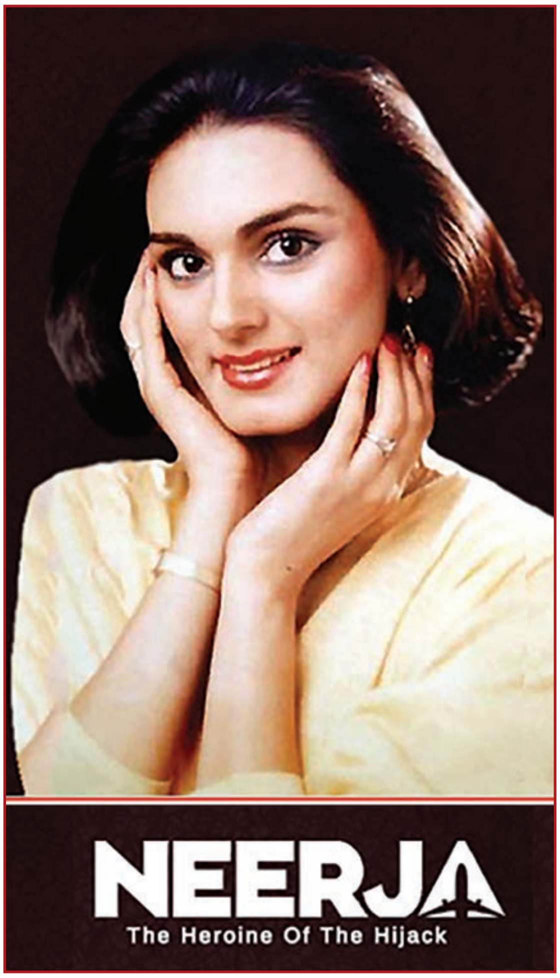
Read this section with your partner and then discuss and answer the questions.

Neerja Bhanhot – Life

Neerja Bhanot was born on 7 September 1963, in Chandigarh, Punjab, India, to Rama Bhanot and Harish Bhanot, a Mumbai-based journalist. She was the couple's third child, a much longed-for daughter after two sons, Akhil and Aneesh.

Neerja attended Chandigarh's Sacred Heart School till she was in the 6th standard, after which her family moved to Mumbai. There she attended Bombay Scottish School and went on to graduate from St. Xavier's College.

Even though Neerja's career had taken off, her family decided to get her married to a man in Sharjah, UAE. By March 1985, Neerja was married. This is where her life took a turn for the worse. The marriage proved to be a **disaster**. After two months, she left her husband at the age of 22, due to **pressurizing** dowry demands. But this woman refused to surrender to the society because she was born with the spirit to fight. Despite a sour marriage, she started her career in modelling and made appearances in various advertisements like Binaca toothpaste etc.



She then applied for a flight attendant's job with Pan Am, the principal and largest international air carrier in the United States at that time. Only 80 of the 10,000 applicants were picked, and Neerja was one of them. She was sent to Miami to train for 6—8 weeks, and within a year, based on **performance** and peer review, she was sent to London to train to be a purser – the senior most cabin manager. Pursers worked as managers on flights, handling passenger complaints, making required announcements and handling security. She was soon made a senior flight purser with the airways — a big career **achievement** for a young woman of 22.

Discuss and Answer

1. Name the schools and colleges Neerja studied in.
2. Why was Neerja sent to London?
3. What is the duty of a purser?

GLOSSARY

M3C9W3

disaster	-	a sudden misfortune, catastrophe
pressurizing	-	persuading or forcing someone into doing something
performance	-	doing something to a specified standard
achievement	-	attainment, success

Section III

Read this section on your own and discuss in groups and answer the questions.

Awards, Achievements and Legacy

"Her loyalties to the passengers of the aircraft in distress will forever be a lasting tribute to the finest qualities of the human spirit."— Ashok Chakra citation

Neerja's act of bravery was acknowledged and rewarded by the Indian, Pakistan and American governments. She was awarded the Ashok Chakra, India's highest honour for bravery in peacetime and she became the youngest **civilian** to receive it. A postage stamp was also issued in her honour in 2004.





In 2005, her brother went to Washington DC to receive the 'Justice for Crimes Award' awarded **posthumously** to her as part of the 'Annual Crime Rights Week'. She also received the Tamgha-e-Insaniyat award.

Her parents set up the Neerja Bhanot Pan Am Trust with insurance money and funds from Pan Am for using the brand Pan Am in the title. The trust presents two awards every year, one to honour a flight **crew** member, worldwide, who acts beyond the call of duty and another to an Indian woman who overcomes social **injustice** and helps other women in similar social distress. The award includes a sum of INR 1,50,000, a trophy and a citation.

One of the children who this brave flight purser saved during a hijacking incident in 1986 is now a captain of a major airline.

Some people shine even after death and she was among them. Even the streets of Mumbai couldn't forget her. A square in Mumbai's Ghatkopar (East) suburb was named after her by the Mumbai Municipal Corporation.

Discuss and Answer.

1. Why was Neerja awarded the Ashok Chakra?
2. How was Neerja honoured by various governments?
3. What are the selection criteria for the Neerja Bhanot Pan Am Award?

GLOSSARY

civilian	-	a person not in the armed services or police force
posthumously	-	after the death of the person
crew	-	a group of people who work on a ship, aircraft or train
injustice	-	lack of justice, unfairness

DO YOU KNOW?

The "black box" is made up of two separate pieces of equipment: the flight data recorder (FDR) and a cockpit voice recorder (CVR). They are compulsory on any commercial flight or corporate jet, and are usually kept in the tail of an aircraft, where they are more likely to survive a crash. FDRs record things like airspeed, altitude, vertical acceleration and fuel flow. Early versions used wire string to encode the data; these days they use solid-state memory boards. Solid-state recorders in large aircraft can track more than 700 parameters.



What Others Say

"Neerja was a very sensitive, deeply affectionate and an extremely decent person who believed in sharing with her people all her joys but not the jolts. She had well defined principles and there was little room for compromise in that area."
Harish Bhanot, Neerja's Father

Dr Kishore Murthy, a passenger on the flight said, "She was at the entrance of the aircraft when the terrorists boarded. She could have escaped like the pilots did, but she didn't do it. That shows her guts and inner strength. She was truly a great leader."

Eliza Lewis, another classmate spoke about how Neerja was always brave. "If she had not done anything wrong, she would never cower when the teachers got angry. She would speak her mind, tell them the truth," she said about Neerja.

Vrinda Kirloskar, Neerja's classmate from Bombay Scottish, told The Indian Express, "She was a loyal friend. Even if we had a disagreement, she would always be the first one to reach out."

Rukshana Eisa, Neerja's roommate during the Pan Am training said, "This was not a job meant for dumb blondes. We worked hard."

Think and Answer

1. According to Neerja's father, Neerja had well defined principles and there was little room for compromise in that area. Do you have any principles where you don't want to compromise?
2. Virinda told the Indian Express that Neerja was a loyal friend. Are you always loyal to your friend?
3. Neerja would speak her mind, tell them the truth, according to one of her classmate Eliza. Do you always have the courage to stand for truth?

READ AND UNDERSTAND

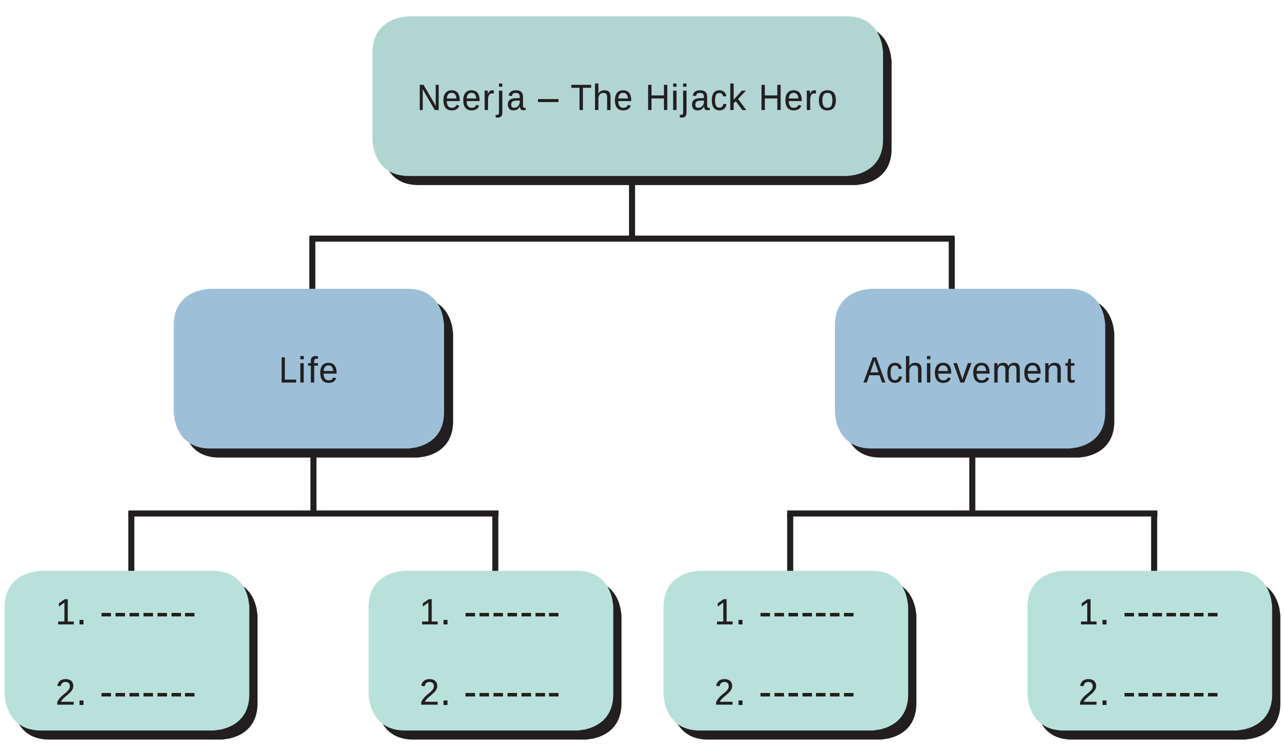
A. Fill in the blanks.

1. The terrorists asked Neerja to collect the passports of the passengers because ----------.
2. Neerja passed on the warning in a code to the pilots because she -----------.
3. Neerja leapt into action when she ----------------.
4. Neerja had a sour marriage due to -----------------.
5. Neerja was sent to London based on ----------------.

B. Think and Write

1. "I will die; but not run away." – Justify the saying of Neerja.
2. Why did the three governments of – India, America and Pakistan – honour Neerja?
3. How can we abolish terrorism?

C. Read the "Story of Self Sacrifice and Bravery" once again and complete the flow chart.



D. Write a summary based on the flow chart.

VOCABULARY

Airline Vocabulary

E. Fill in the blanks with appropriate airline vocabulary given in the box.

cockpit	*touch down*	*call light*	*gate*	*turbulence*
bumpy	*take off*	*landing*	*boarding pass*	*run way*

1. You must present the ___________ at the gate.
2. It might be a ___________ ride because we are flying through a storm.
3. If you need anything just press the ___________.
4. The captain and the co-pilot sit in the ___________.
5. ___________ 3B is down this hall and to your right.
6. We will be ___________ in Chennai in approximately ten minutes.
7. The plane almost missed the ___________ because it was such a bad storm.
8. We are next in line to ___________ on this run way.
9. That was a very smooth ___________.
10. This ___________ should only last a few minutes.

Phrasal Verb

F. Match the phrasal verbs in column A with their meaning in Column B.

A	B
fight or flight	escaping as rapidly as possible
put to flight	among the best of a particular group
take flight	to defend oneself or to run away
flight of fancy	to cause someone to flee
have a nice flight	to flee or run away
in full flight	an imaginative but unrealistic idea
top-flight	enjoy your flight

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G. Find out the anagrams. Use each pair of phrases as clues.

An anagram is a word or phrase formed by rearranging the letters of a different word or phrase, typically using all the original letters exactly once. **Eg.** Seat – east, alert – alter

1. The past tense of leap ----------------------------
   Something to serve food on ----------------------------
2. A place to grow flowers ----------------------------
   Something to be careful of ----------------------------
3. Another word for under ----------------------------
   A part of your arm ----------------------------
4. Try to hear ----------------------------
   Another word for quiet ----------------------------
5. Another word for gift ----------------------------
   A large snake or a dragon ----------------------------
6. Minutes and hours ----------------------------
   A thing on a list ----------------------------
7. An organ that pumps blood ----------------------------
   The planet we live on ----------------------------
8. Something used to water plants ----------------------------
   A thing you put on your foot ----------------------------

LISTENING

H. Listen to the announcements and answer the questions.

T5Z3E4

Announcement 1

1. What is the number of the flight?
2. What are the things to be kept ready?
3. When will the regular boarding begin?

Announcement 2

1. For whom is the final boarding call?
2. Where should the passengers proceed?
3. Where is the flight to?

Announcement 3

1. When will the flight be in the air?
2. What are things that should be turned off?
3. What is prohibited during the flight?

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SPEAKING

I. Read the story board and take roles as pilot and flight attendants to enact the scene.

Inflight Passenger Announcements

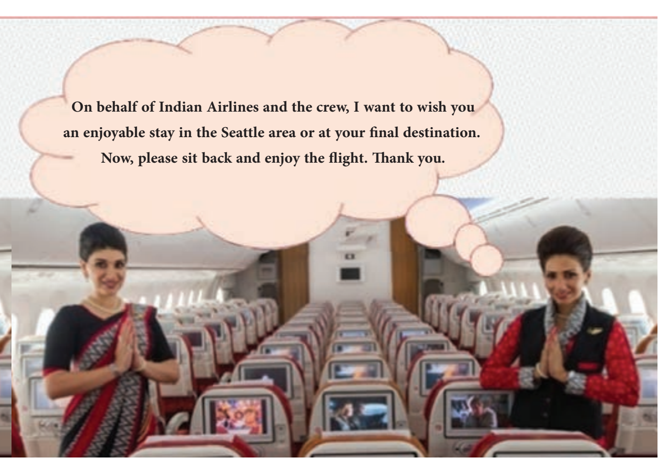










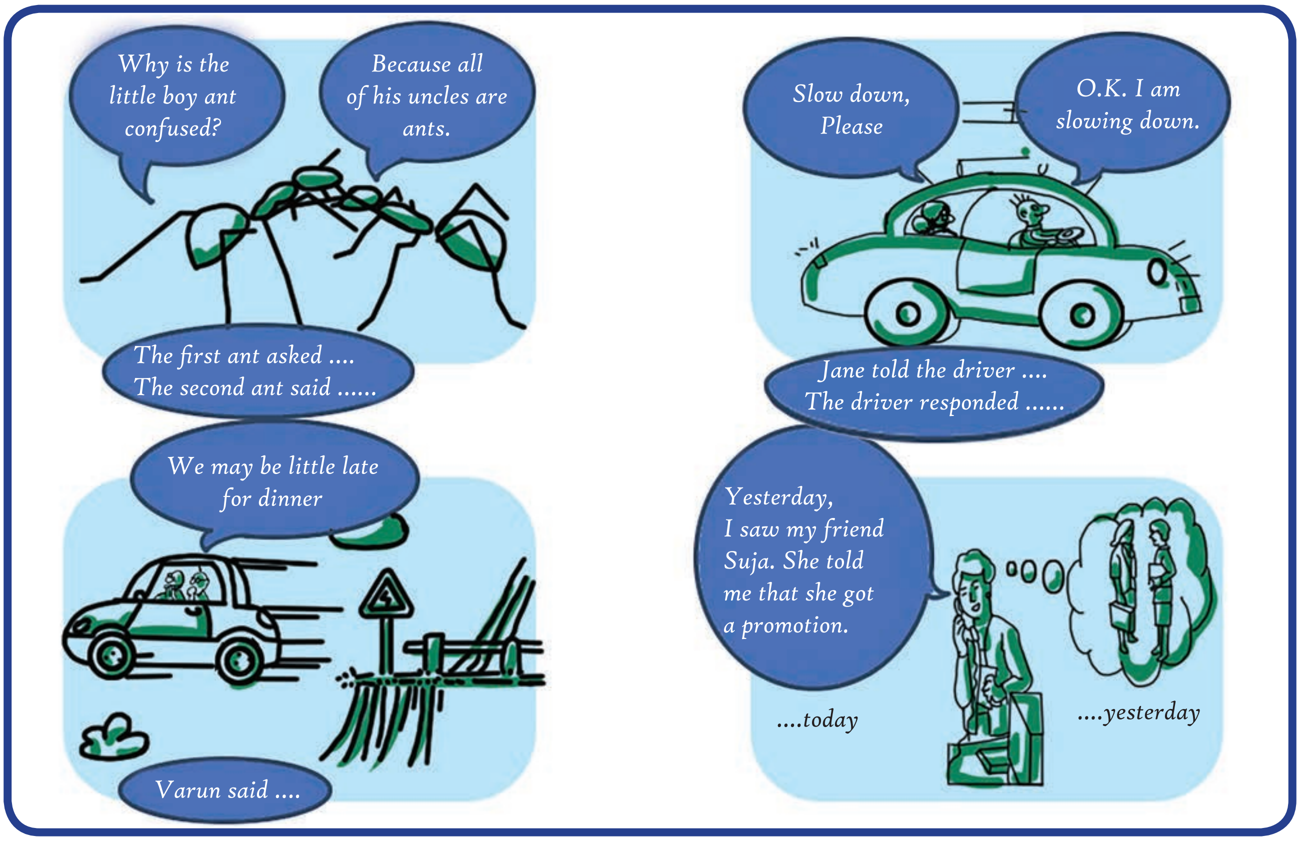


J. Imagine that you are going to interview one of the survivors of the Pan Am Hijack. Discuss with your partner and write down the conversation. Then one of you play the role of the interviewer and other the survivor. You can use the sample questions given below.

1. Do you have any information regarding the suspects of the hijack?
2. Which countries did the hijackers belong?
3. What are the details of the hijacked flight?
4. How many passengers were aboard?
5. What happened in the last few minutes of the hijack drama?
6. Do you have information regarding the victims?
7. Was there any recorded communication to/from the plane during the hijacking?
8. How many terrorists were there?
9. How did you feel when you were in the flight?
10. Can you recall Neerja's role in safeguarding the passengers?

K. Read the story board and take roles as pilot and flight attendants to enact the scene.

PICTO GRAMMAR



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Direct Speech

The exact words someone said. We use quotation marks, She said, “I meet my friend.”

Reported Speech

Someone tells us what someone else said.

We don’t use quotation marks.

She said that she met her friend.

Five Changes

Pronouns

Expression of time and place

Verb tenses

Word order for questions

Reporting verbs

Tense Changes

Simple Present : Simple Past

Present Continuous : Past Continuous

Present Perfect : Past Perfect

Pre. Cont. Cont. : Past Perfect Continuous

Simple Past : Past Perfect

Past Continuous : Past Perfect Continuous

Past Perfect : No Change

Will, Shall, Can : Would, Should, Could

Have to / must : Had to

Would, Should : Would/Should have+ P.P

Infinitive : To be + P.P

Imperative (do it) : Infinitive (to do it)

Say or Tell

Say something

She said that she met her friend.

Tell-someone- something

She told us that she met her friend.

USE GRAMMAR

S3Q9M9

L. Discuss with your partner and punctuate the following.

1. the woman said to the student please help me cross the street
2. sarathy said oh how thrilling it was
3. the teacher said to the students where do you want to go
4. i am tired mohana said to her aunt
5. shankar said to his teacher madam i had prepared my project assignment but i forgot to bring it

M. Complete the sentences in reported speech.

Example: I admire you. She said that she admired me.

1. “It is too late.” I said that it .... too late.
2. “I met you yesterday.” Sam told me that he had met me..........................
3. “I cannot come.” Mala said that ....

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4. “I will pay tomorrow.” He said that he would pay ....

5. “The Himalayas are the highest mountain ranges.” He knew that the Himalayas .... the highest mountain ranges.

6. “I may lend you some money.” Balu promised ....some money.

7. “I have been watching a film.” He said that .... a film.

8. “I have not done it today.” I explained that I had not done it ....

9. “I was with him last week.” Jimmy told that .... with him the previous week.

10. “I will finish this picture tomorrow.” Jothi said that........................ picture the next day.

N. Read the following dialogue and report it.

Betty : What are you doing here, Kitty? I haven’t seen you since June.

Kitty : I’ve just come back from my holiday in Darjeeling.

Betty : Did you enjoy it?

Kitty : I love Darjeeling. The landscape is amazing.

Betty : Did you go to the Lloyd’s Botanical Garden?

Kitty : Yes. It was my first trip. I can show you some pictures. Are you doing any thing tomorrow?

Betty : I must arrange a couple of things. But I am free tonight.

Kitty : You might come to my place. What time shall we meet?

Betty : I’ll be there at eight. Is it all right?

Betty asked Kitty .... And she added .... since June. Kitty explained that .... back from her holiday in Darjeeling. Betty asked if .... it. Kitty told her that she .... Darjeeling and that the landscape .... Betty wanted to know .... to the Lloyd’s Botanical Garden. Kitty said that it .... first trip and that she .... some pictures. And then she asked her if she .... Betty explained that she .... a couple of things. But she added that she .... free that night. Kitty suggested that she .... place and asked her at what time .... Betty said she .... there at eight. And finally, she asked .... all right.

Language Check Point

Tell	Say	Usage
My friend told me that he was making pizza.	My friend said to me that he was making pizza.	When we use say, we use 'to' before the object – if there is an object.
If	**Whether**	**Usage**
I don't know if Nancy wants tea or coffee.	I don't know whether Nancy wants tea or coffee.	When you use whether – you are only offering two choices – the two things you say, tea or coffee. But when you use if there is another possibility. As well as the two choices, there is a third.
Command	**Order**	**Usage**
The traffic police ordered to obey the traffic rules.	The traffic police commanded to obey the traffic rules.	An order is a direction to do something with an implied threat attached to it. A command is a direction to do something with no threats attached.

WRITING

O. Read the story of Neerja Bhanot. Make notes based on the table and complete it.

Name		
Father's Name & Occupation		
Mother's Name & Occupation		
Born on		
Nationality		
State		
City		
Education	**School :**	
	College :	

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Career	
Personal Life	
Siblings	
Achievements	
Awards	
Legacy	
Died on	
Place of Death	

CREATIVE WRITING

P. "Heroes are ordinary people who do extraordinary things." Write an anecdote on the extraordinary deed of Jaiswal K.P. who helped in the recent Kerala Flood. Use the tips given in the box.

An anecdote is a brief, revealing account of an individual person or an incident. Consider these questions to write an anecdote.

♦ Who was involved in the story?	♦ What happened?
♦ When did it happen? Is this relevant?	♦ Where did it happen? How is it relevant?



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2 Courage

Poem

Look at the Face It chart. Discuss in small groups and tell how to face those situations.

B8Z8Y2

Warm Up

FACE IT!



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Courage isn't a brilliant dash,
A daring deed in a moment's flash;
It isn't an **instantaneous** thing
Born of despair with a sudden spring
It isn't a creature of **flickered** hope
Or the final tug at a slipping rope;
But it's something deep in the soul of man
That is working always to serve some plan.



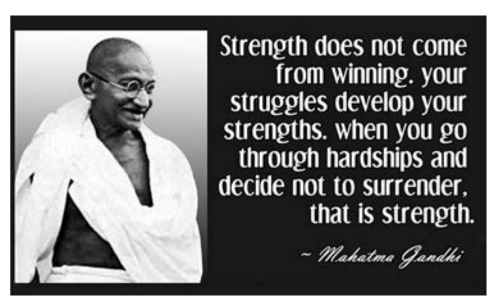
Courage isn't the last resort
In the work of life or the game of sport;
It isn't a thing that a man can call
At some future time when he's apt to fall;
If he hasn't it now, he will have it not
When the strain is great and the pace is hot.
For who would **strive** for a distant goal
Must always have courage within his soul.



Courage isn't a dazzling light
That flashes and passes away from sight;
It's a slow, unwavering, **ingrained** trait
With the patience to work and the strength to wait.
It's part of a man when his skies are blue,
It's part of him when he has work to do.
The brave man never is freed of it.
He has it when there is no need of it.



Courage was never designed for show;
It isn't a thing that can come and go;
It's written in victory and defeat
And every trial a man may meet.
It's part of his hours, his days and his years,
Back of his smiles and behind his tears.
Courage is more than a daring deed:
It's the breath of life and a strong man's creed.



Edgar Albert Guest

Note on the Poet: Edgar Albert Guest (1881–1959) was a prolific England-born American poet who was popular in the first half of the 20th century and became known as the People's Poet. His poems often had an inspirational and optimistic view of everyday life.

GLOSSARY

instantaneous	-	happening or done immediately
flickered	-	shone unsteadily
strive	-	make great effort
ingrained	-	firmly established and hard to change

I4Y7V4

READ AND UNDERSTAND

A. Answer the following questions.

1. Can courage be developed suddenly? Why?
2. When should we have courage?
3. Give an example for dazzling light.
4. Can a courageous man be defeated? Why?
5. What is the ‘breath of life’?
6. What are the characteristics of a courageous man?

B. Read the following lines and answer the questions.

1. It isn’t an instantaneous thing
   Born of despair with a sudden spring

a. What does ‘it’ refer to?
b. What does ‘born of despair mean’?

2. It’s a slow, unwavering, ingrained trait
   With the patience to work and the strength to wait.

a. What is an ‘ingrained trait’?
b. Why does a courageous man need patience?

3. It’s part of his hours, his days and his years,
   Back of his smiles and behind his tears.

a. What does ‘tears’ mean?

Literary Appreciation

Rhyme Scheme: A rhyme scheme is the pattern of rhymes at the end of each line of a poem or song. It is usually referred to by using letters to indicate which lines rhyme; lines designated with the same letter rhyme with each other.

C. Work in pairs and answer the following.

1. Pick out the alliterated words.
2. Pick out the rhyming words.
3. Write the rhyme scheme of the poem.

CREATIVE WRITING

Bio - Poem

A Bio - Poem is an essay about oneself in the form of poetry.

Line 1 : Your name.
Line 2 : Four adjectives that describe you.
Line 3 : Son of / daughter of ... brother of / sister of...
Line 4 : Lover of three people, things or idea.
Line 5 : Who feels (three sensations or emotion)
Line 6 : Who needs (three things)
Line 7 : Who gives (three things)
Line 8 : Who fears (three things)
Line 9 : Who would like to see (three persons or places)
Line 10 : Who lives ...
Line 11 : Your last name.

Anne
Friendly, kind, smart and obedient
Daughter of Sam and Diana, sister of Jack
Lover of pets, sports and reading
Who feels cheerful, comfortable and excited
Who needs education, peace and friends
Who gives smiles, support and courage
Who fears spiders, the dark and stray dogs
Who would like to see Mt. Everest
Lives in Cape
Sara

D. Work in small groups. Pick out the adjectives and nouns that suit you using a dictionary. Read the steps given. Arrange adjectives and nouns like the given sample to construct your BioPoem. Present in the class.

E. Collect all the poems. Compile an Anthology of BioPoems of Class VII.

2 Man Overboard

Supplementary

I9E8P4

I stood on the deck of S.S. Rajula. As she slowly moved out of Madras harbour, I waved to my grandparents till I could see them no more. I was thrilled to be on board a ship. It was a new experience for me.

"Are you travelling alone?" asked the person standing next to me.

"Yes, Uncle, I'm going back to my parents in Singapore," I replied.

"What's your name?" he asked.

"Vasantha," I replied.

I spent the day exploring the ship. It looked just like a big house. There were furnished rooms, a swimming pool, a room for indoor games, and a library. Yet, there was plenty of room to move around.

The next morning the passengers were seated in the dining hall, having breakfast. The loudspeaker spluttered noisily and then the captain's voice came loud and clear. "Friends we have just received a message that a storm is brewing in the Indian Ocean. I request all of you to keep calm. Do not panic. Those who are inclined to seasickness may please stay in their cabins. Thank you."



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There was panic everywhere. An old lady prayed aloud, "Oh God! Have mercy on us. My only son is waiting for me in Singapore."

A gentleman consoled her, "Don't worry, Madam, it's only a warning. We may not be affected at all."

Another lady, who was sitting beside me, looked very ill. "Not rough weather! I'm already seasick. A rough sea will be the end of me!"

I could not understand why all the elders were so upset. I remembered the several sea adventures I had read about. Excitedly, I turned to the elderly gentleman sitting next to me. "Uncle, won't it be thrilling to face a storm on board a steamer? Have you ever been on a ship during a storm?"

"It can be quite unpleasant, you know," he replied rather severely. "I remember a time when the ship on which I was travelling ran off course. We were wandering on the ocean for a couple of days."

I remembered my class teacher, an English woman, telling us in class one day, "When I crossed the English Channel on my way to Singapore, there was a big storm near Gibraltar. The ship rocked to and fro. Everything in the cabins rolled up and down. Even the heavy pianos in the lounge went crashing against the walls.

This made my imagination run wild. Turning to Uncle again, I said, "Wouldn't it be fun if the storm broke when we have lunch? Then the tables, with all the food on them, would run away from us. And the chairs, with us sitting on them, would be a merry-go-round."

Everyone round the table stared at me in horror. I thought to myself, 'Oh, these adults, they've no sense of adventure. How dull they are!'

The storm didn't break, but in the evening a strong wind started blowing. The ship rocked to and fro, rocking and rolling to the music of the wind. Huge waves were dashing against it. Even though the deck was slippery, I was running around. That's when I noticed Uncle leaning over the railings. I ran up to him, thinking he too, was enjoying the experience. "Good morning, Uncle, isn't it lovely?" I asked him.

But he wasn't well at all. He was retching over the rails and looked rather blue about the mouth. I felt sorry for him. "Can I be of any help? Shall I call the doctor?' I asked him.

He couldn't reply, but only held up his hand. As another bout of retching shook him he leaned over the railings. At the same time a huge wave lashed the ship. It lurched violently and the man tumbled over the railings into the wild sea. For a second I stood

rooted to the spot. Then I ran like someone possessed, shouting, “Help! Help! Man overboard! Save him!” I must have made a lot of noise. I heard footsteps hurrying even that early in the morning.

Tears streaming down my face and shouting incoherently, I ran full pelt into an officer.



“What’s the matter? Why are you making so much noise?” he asked in a stern voice. I was surprised to see it was the captain.

“Oh Sir!” I blurted out in relief. “A man fell into the sea. Please save him.”

“Where?” he asked, immediately on the alert. “There,” I said pointing a finger.

He did not wait for more details but ran at once to a room full of officers. “Man overboard,” he cried. “Stop ship. Drop anchor. Quick!” His instructions were immediately obeyed. The captain then raced to the upper deck. I kept trailing behind him. “Lower the life-boats and crew into the sea towards the helm,” he said. “There is a man overboard.” Here again the men quickly obeyed him.

People started crowding the deck. “What’s happening?” somebody asked me.

Word soon went round. Everyone was tense. Only an occasional, “There he is!” could be heard.

Someone asked, “Who is he?”

Another replied, “Don’t know.”

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Meanwhile two life-boats moved towards the man. I stood close to the captain. In his anxiety, he gripped my shoulder tightly and I winced.

"You're hurting me Sir," I protested.

"I am sorry, my dear. The sea is very rough today. I hope my men can reach him in time. My ship has never lost a passenger before," he said crossing himself. He was watching the rescue operations through a pair of binoculars that hung round his neck.

The boat was too far for me to see what was happening. I tugged at the Captain's sleeve. "What are they doing, Sir? Have they rescued the man?" I asked him.

"They've caught him by the arms and are pulling him towards the boat." He was giving me a running commentary. "Oh what bad luck! A sudden current has swept the man away dragging two of the sailors with him." He sounded nervous. Just then he noticed the passengers crowding against the railings. "Keep away from those railings!" he shouted. "We don't want another accident." The ship had dropped anchor but was heaving up and down.



I borrowed the captain's binoculars. Now I could see the rescue operation clearly. The crew in the rescue boats threw a strong rope to the two sailors in the sea and shouted, "Catch". Both of them were good swimmers and soon had caught hold of the rope. Then, with powerful strokes, they swam towards Uncle. One of them caught hold of him, while the other tied the rope round his waist. With Uncle between them and the rope secure, the sailors swam back to the life-boats. The rescue team in the boats leaned over and heaved the three men into it. In a jiffy the boats were heading back to the ship.

"Thank God!" muttered the captain making the sign of the cross again, "they've managed to save him." He turned to the passengers thronging the railings. "Please do not crowd round the man when he is brought up. He will need immediate medical care." Then he saw the ship's doctor standing with a couple of nurses. A stretcher was also being brought close to the railings.

"Doctor! Is everything ready for the patient?" the captain asked.

"Aye, aye, Captain," nodded the doctor.

The captain moved away to restore order on the ship. I edged close to the doctor and asked, "What will you do to him, doctor? Will he be all right?"

"Aye, I think so. All the water will have to be pumped out of him. He'll have to be given artificial respiration and kept warm."

"How do you pump the water out?" I asked. "We put him on his stomach and massage him until he brings it all up," he replied.

As soon as the rescue team reached the ship, Uncle was placed on the stretcher and rushed to the hospital room. The captain then came to me and said, "Run along now and play with your friends. I'm busy, but will send for you when I'm through. I might even have a surprise for you."

When he turned away, I quietly sneaked into the hospital room to see what they were doing to the patient. Two nurses were scurrying to and fro with trays full of medicines and syringes. Another was rushing off with Uncle's wet clothes. I stopped her and asked if Uncle was conscious. "Not yet," she replied, "but he's better now. He should regain consciousness in a little while."

The ship was still rolling, so I couldn't play any games. I went and sat in a cosy chair in the lounge and started reading a story book. I was feeling drowsy and must have dozed off. The next thing I knew was somebody saying, "Wake up, child. You're Vasantha, aren't you? The Captain wants to see you in his cabin."

I looked up to see a sailor standing before me. It took me a minute to recollect the rescue operation and the captain telling me, "I'll call you afterwards."

I followed the officer eagerly. He left me outside the captain's door, saying, "Go right inside."

I knocked and entered. The captain was standing in the middle of the room. When he saw me, he came forward and literally swept me off my feet. He was still smiling when he put me down.

"You will have plenty to tell your friends, eh? Now close your eyes."

I did so. Seconds later, I heard him say, “See what I’ve got for you.”

On opening my eyes, I saw a big brown box. On it was written:

“WITH THE BEST COMPLIMENTS OF CAPT. LINDSAY.”

I took the box and eagerly opened it. “Oh, what a lovely ship!” I exclaimed. “Does this really belong to me? Can I keep it?”

Lying snugly on a velvet backing was a most beautiful model of the ship. On it was inscribed “B.I.S.N. & Co. S.S. RAJULA.” I placed the box carefully on the table. Then I threw my hands round the captain and hugged and kissed him.

He patted my cheek and smiled as he saw me lift the box and walk happily out of his room. I proudly showed my present to everyone I met. “See what the Captain has given me. Isn’t it lovely?”

“Yes, indeed,” was the unanimous verdict.

I was the happiest person on board that day.

Vasantha Murthi

READ AND UNDERSTAND

A. Complete the following statements.

1. Everyone in the ship started to pray because ---------------------------.
2. Vasantha’s imagination run wild because -------------------------------.
3. Vasantha made a lot of noise because ----------------------------------.
4. Vasantha could not see the rescue operation because ----------------.
5. The captain presented a gift to Vasantha because --------------------.

B. Identify the speaker / character.

1. Don't worry, Madam, it's only a warning.
2. A man fell into the sea. Please save him.
3. Stop ship. Drop anchor. Quick!
4. He'll have to be given artificial respiration and kept warm.
5. Wake up, child.

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C. Book Talk!

Read the story once again and fill in the boxes.

Plot	✦ Begining ✦ Middle ✦ End
Setting	✦ When ✦ Where
Chracters	✦ Vasantha ✦ Captain ✦ Others
Problem	✦ Describe the problem in the story
Solution	✦ Describe the solution
Favorite Part	✦ Write the part you enjoyed the most

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CONNECTING TO SELF

D. Read the incidents. Work in small groups to role play the situations in which they showed their presence of mind. Each group should perform the skit for the rest of the class. Share similar situations in the class.

MUMBAI: A brave 10-year-old girl applied her school lessons and saved 16 lives even as the fire at Crystal Towers in the Parel area of Central Mumbai killed four and injured another 16 people on Wednesday.

Zen Sadavarte, who is a class 3 student, was sleeping when her mother spotted the smoke at around 8 am. Zen was trapped on the 12th floor of the 16 storied-building where the fire had started. However, without getting deterred Zen showed presence of mind and applied the safety tips taught to her in school to save the lives of her family members and neighbours.

Upon spotting fire, as everybody rushed out for safety, an asthmatic girl was feeling breathless. Upon hearing her mother cry, Zen quickly took pieces of cloth from her house, wet them and urged her family and neighbours to cover their noses with them and breathe through it.

Source: Indian Express, dt. August 23, 2018

PUDHUCHERY: When at first C. Vijaykumar saw his son, V.N.C. Revin, running towards the security guard at the Jipmer auditorium, he did not know what had happened.

The two were walking in the institute's campus last November when the incident occurred. On catching up, Mr. Vijaykumar understood that his son had spotted an electrical equipment sparking due to short circuit, and had gone up to the guard to inform him. Young Revin took his father's phone and immediately dialled 101 to alert the fire brigade.

With his presence of mind, the boy was able to avert a major fire accident, and for this, he was awarded a bravery award by Chief Minister N. Rangasamy at the Independence Day celebrations last week.

Source: The Hindu, dt. August 23, 2015

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PROJECT

E. Look at the picture. Browse the internet with the help of your teacher to get information about the little brave hearts of India.

Search for similar brave hearts in your locality.

Scan the QR. Download the nomination form for National Bravery Award. Read the instructions and fill the nomination for NBA.

Brave Hearts of India



STEP TO SUCCESS

F. In each question below, there is a sentence in which some parts have been jumbled up. Rearrange these parts which are labelled P, Q, R and S to produce the correct sentence. Choose the proper sequence.

1. When he

   P : did not know

   Q : he was nervous and

   R : heard the hue and cry at midnight

   S : what to do

   a. RQPS b. QSPR c. SQPR d. PQRS

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2. They felt safer

P : to watch the mountain

Q : of more than five miles

R : as they settled down

S : from a distance

a. RPSQ b. RSQP c. PQSR d. PRSQ

3. If you need help

P : promptly and politely

Q : ask for attendants

R : to help our customers

S : who have instructions

a. SQPR b. QPSR c. QSRP d. SQRP

4. He knew that

P : and then to save himself

Q : was to save all the lives

R : entrusted to his care

S : the duty of a captain

a. PQRS b. SQRP c. SPRQ d. QSRP

5. With her body

P : dragging her unwilling feet

Q : weak and infirm

R : doubled with age

S : she persisted in her mission

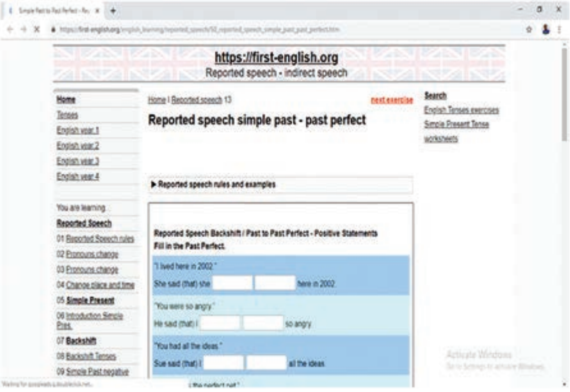
a. PQRS b. QPRS c. RQPS d. SRPQ

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ICT CORNER

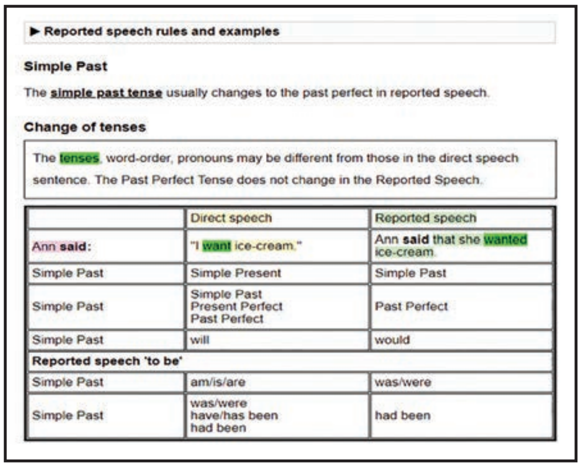
Grammar – Reported Speech - II

- To learn about the Reported speech in Past tense with examples.
- To check their knowledge in Simple past tense conversion into reported speech.



Steps

1. Type the URL link given below in the browser or scan the QR code.
2. Click Reported speech rules and examples and revise the rules of speech in converting a sentence in simple past tense.
3. You can see the interactive exercises in the conversion of simple past tense reported speech.
4. Complete all the questions to check your knowledge as well as to strengthen your learning in Reported speech.



▶ Reported speech rules and examples

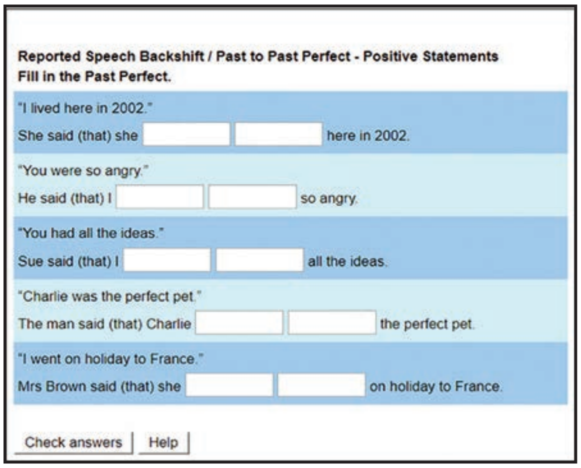
Simple Past

The **simple past tense** usually changes to the past perfect in reported speech.

Change of tenses

The tenses, word-order, pronouns may be different from those in the direct speech sentence. The Past Perfect Tense does not change in the Reported Speech.

	Direct speech	Reported speech
Ann **said**:	"I want ice-cream."	Ann **said** that she wanted ice-cream.
Simple Past	Simple Present	Simple Past
Simple Past	Simple Past Present Perfect Past Perfect	Past Perfect
Simple Past	will	would
Reported speech 'to be'		
Simple Past	am/is/are	was/were
Simple Past	was/were have/has been had been	had been



Website URL

Click the following link or scan the QR code to access the website.

https://first-english.org/english_learning/reported_speech/50_reported_speech_simple_past_past_perfect.htm

B346_7_ENGLISH_LANG

** Images are indicatives only.

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3 Jane Eyre

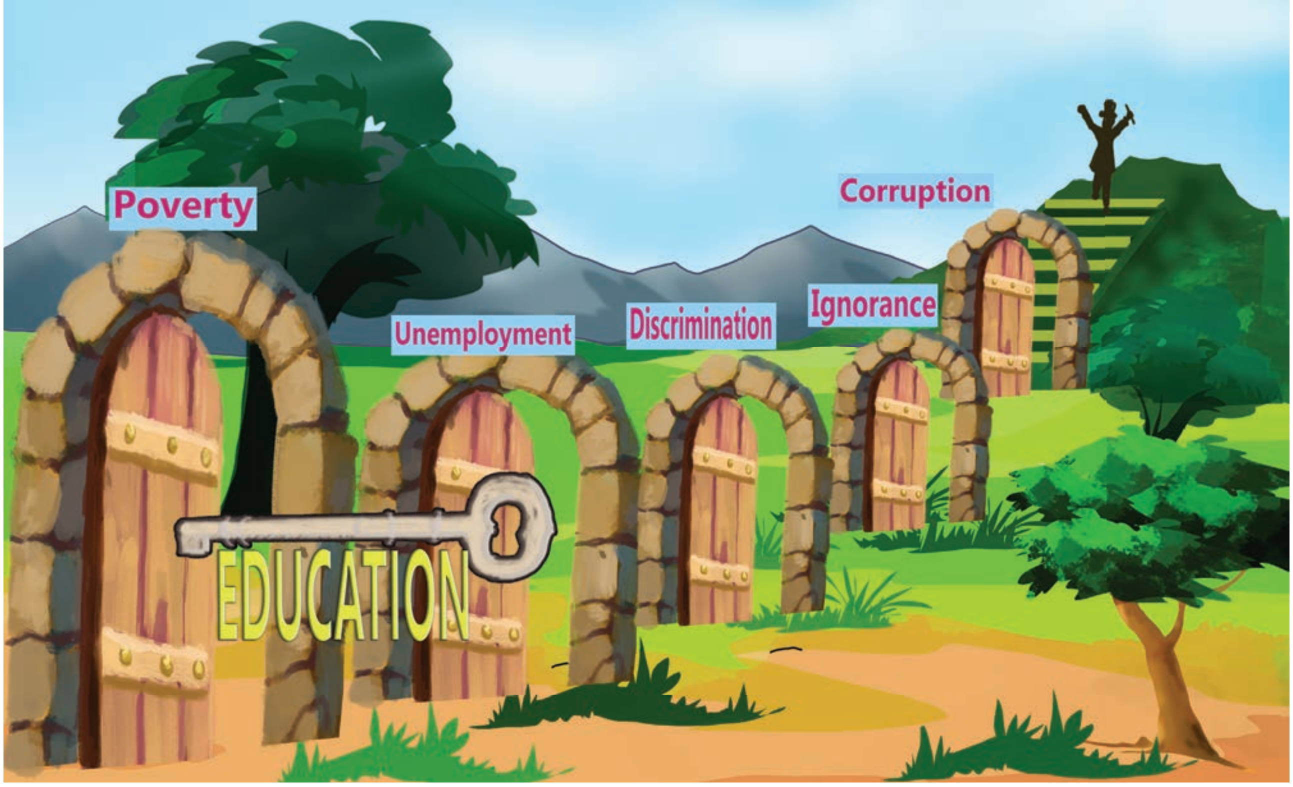
Play

E6K5U5

Warm Up

Every child has a right to an education, a life free from poverty and protection from abuse.

Look at the picture



Discuss in pairs and answer

1. What are the basic human rights?
2. What is education?
3. Why do we need education?

Think and Answer

1. How would life be on this planet if some of the human rights are excluded?
2. Are there any rights you would still like to add to the human rights list?

At Gateshead

[Jane Eyre is ten years old. Both her parents are dead. She lives with her aunt, Mrs. Reed, and three cousins, Eliza, John and Georgiana. Bessie is the servant maid.]

Bessie : Miss. Jane, keep out of **mischiefs** today. Mrs. Reed is in a frightful mood at breakfast this morning.

Jane : Oh, she never takes notice of me anymore. I think she hides in the sitting room if she hears me coming down the stairs.

Bessie : I am speaking of Miss. Georgiana and Eliza. No quarrelling with those two or you will have the whole house in **uproar**.

Jane : Oh, it's not me who starts it. I'll hide myself in the library with Uncle Reed's book.

[Jane sits on the floor and looks through a picture book. John, Georgiana and Eliza come.]

John : Here she is.

Jane : What do you want?

John : How dare to ask me, what do you want? Come here when I call you.

Eliza : What are you reading now?

Jane : Bewicks's History of British Birds.

John : Show me.

Eliza : It's one of father's books. You know, not one of these books belongs to you.

John : Bring it to me here.

[Jane rises and cautiously goes to John.]

John : You have no business to take our books. You are a **dependant**. You have no money. Your father left you none. You ought to beg not to live here with gentlemen's children like us. Go, stand by the door there, out of the way of the mirror and the windows.

[Jane moves a few steps away, John throws the book at her. John runs towards Jane and grasps her hair and shoulder. He hits her with something. One or two drops of blood from her head trickle down her neck. Eliza **screams**. Bessie and Mrs. Reed come.]

Bessie : Dear! Dear! What fury to fly at Master. John like this!

Mrs. Reed : Frightful child! Take her away in the red room and lock her in there!

Bessie : But, Mrs. Reed...

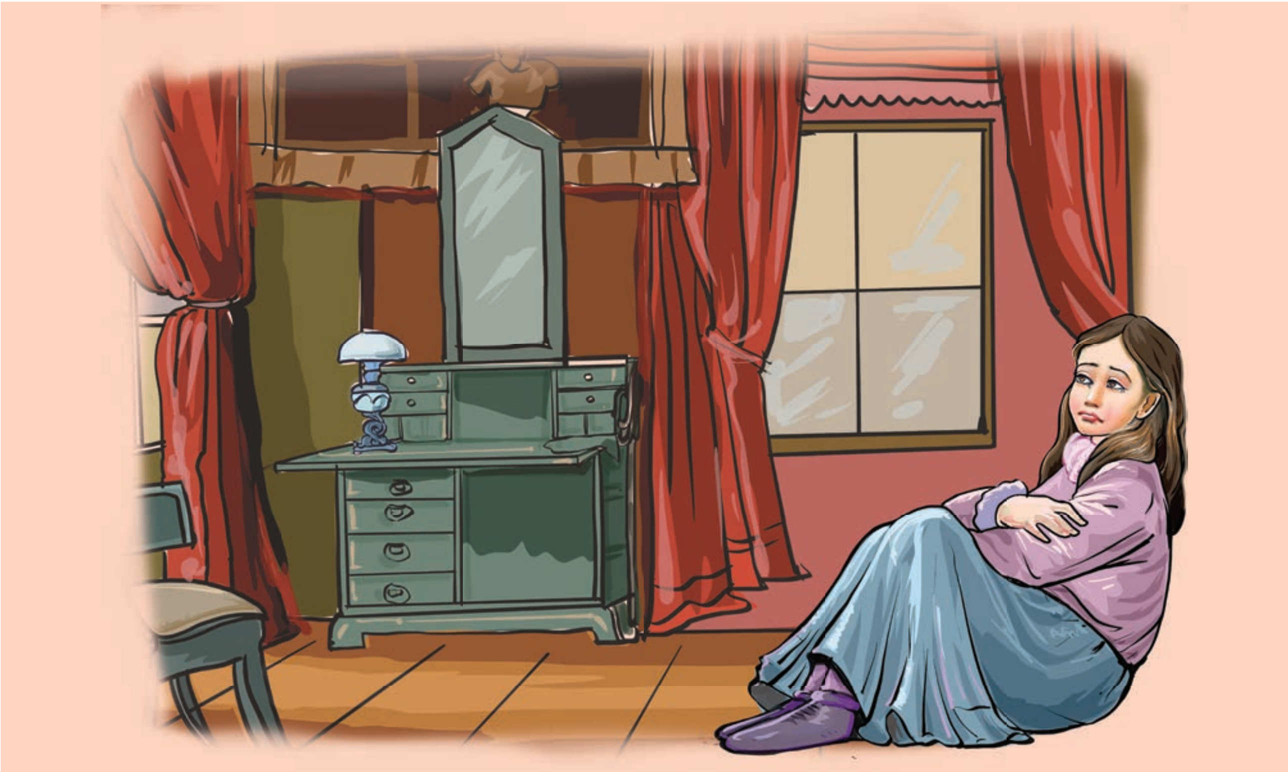
Mrs. Reed : The red room! Do as I say.

Bessie : Didn't I say.

Jane : He threw the book at me.

Bessie : Come quickly. What shocking **behaviour** for a young girl!

[Bessie brings Jane to the red room and leaves her there. Jane **collapses** to the floor and cries. She hears some noise and screams.]



Jane : Bessie! Let me out. Please, let me out. Help me, Bessie. [Mrs. Reed and Bessie appear out in the hall.]

Mrs. Reed : What is the horrible child up to now?

Bessie : Miss. Jane, are you alright?

Jane : Let me out. Please, Bessie.

Bessie : Are you hurt? What is the matter?

Jane : I heard something. Please unlock the door.

Mrs. Reed : Stop this screaming. I will not be taken in by your tricks, Jane. I shall let you out in the morning.

[Jane is left in the room. When she wakes up, Bessie is sitting next to her. Jane is confused.]

Jane : Where...? Bessie...?

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Bessie : It's Bessie, Jane. You have been asleep ever so long. It's nearly dinner time.

Jane : Am I ill? I feel so ill.

Bessie : Doctor has been and gone. He says, it's fever.

Jane : Am I going to die?

Bessie : No, child. You will be alright within a week. You fell sick in the red room with crying, I suppose.

Jane : It was not crying, Bessie. I heard some noise. I saw something.

Bessie : Don't upset yourself again. Now you need to rest.

Jane : It was Uncle Reed.

Bessie : Shhhhh... No more talking. Close your eyes. I will stay with you.

Jane : I shall never forget it. [Jane falls asleep]

Bessie : Poor child. I do believe it.

[After this incident, Mrs. Reed writes a letter to Mr. Brocklehurst who is running a school, Lowood. He visits Gateshead. Jane is sent to Lowood with him.]

At Lowood

[The driver wakes up Jane. She is let off at the gates of Lowood. She meets Miss. Miller and Miss. Temple.]

Miss. Miller : Jane Eyre?

Jane : Yes madam.

Miss. Miller : This way. [They cross the stage where Miss. Temple is waiting.]

[Jane enters a dark stone building. All are quiet. She neither sees or hears any other student.]

Miss. Temple : This child is very young to be sent alone. She had better be put to bed soon. She looks tired. Are you tired?

Jane : A little madam.

Miss. Temple : And hungry too, no doubt. Let her have some supper before she goes to bed, Miss. Miller.[To Jane] Is this the first time you have left your parents to come to school, my little girl?

Jane : My parents are dead.

Miss. Temple : Oh, I see. Can you read and write?

Jane : Yes madam.

Miss. Temple : And **sew**? Do you sew?

Jane : A little.

Miss. Temple : [Touches her cheeks gently] I hope you shall be a good girl, Jane Eyre.

Jane : Yes madam.

[Miss. Miller and Jane exit. The next day, Miss. Miller and Jane enter a wide long room. There are many girls of age ten to twenty. All are uniformly dressed. The room is noisy.]

Miss. Miller : Silence. [The girls quieten immediately.] Go to the wash. [When the girls get there, they **hesitate**.] What is the matter? Time to wash.

Girl : Miss. Miller.

Miss. Miller : What is it?

Girl : The water is **frozen** again.

Miss. Miller : Very well, monitors. Remove the basins.

[Miss. Temple enters.]

Miss Miller : The new girl. Where shall I put her Miss. Temple?

Miss. Temple : Perhaps the fourth form.

Miss. Miller : But she is so little.

Miss. Temple : She can read and write. I think she will do well there.

Miss. Miller : Yes, Miss. Temple.

[Jane is put in form four. After lunch, Miss. Miller asks the girls to go to the garden. Miss. Miller and Miss. Temple exit and Helen enters, sits and reads a book.]

Jane : Is your book interesting?

Helen : I like it. [Hands it to her.] You may look at it.

Jane : [Jane looks at the book.] I think it is too difficult for me. [Returns it.]

Helen : You read one of your age.

Jane : My name is Jane Eyre. What is your name?

Helen : Helen Burns.

Jane : Can you tell me, what the writing on the stone over the door means? What is Lowood Institution?

Helen : This house where you have come to live.

Jane : And why do they call it institution? Is it anyway different from other schools?

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Helen : It is partly a **charity** school. You and I, and all the rest of us are charity children. I suppose you are an orphan. Aren't either your father or your mother dead?

Jane : Both died before I can remember.

Helen : Well, all the girls here have lost either one or both parents. This is called an institution for educating orphans.

Jane : Are you happy here?

Helen : You ask rather too many questions. I have given you answers enough for the present. Now I want to read. [Jane leaves Helen.]

[Spring has started. Semi-starvation and neglected colds had **predisposed** most of the students to receive infection. Forty five out of the eighty girls lay ill at one time. Helen is also ill. Jane goes to meet Helen in Miss. Temple's room.]

Jane : Helen, are you awake?

Helen : [Face is pale but **composed**.] Why have you come here, Jane? It is past 11 O' clock.

Jane : I have come to see you Helen. I have heard you are ill and I cannot sleep until I speak to you.

Helen : You have come to bid me good-bye. You are just in time probably.

Jane : Are you going home?

Helen : Yes, to my long home – last home.

Jane : No! No! Helen! But where are you going Helen? Do you know?

Helen : I believe, I have faith. I am going to God. How comfortable I am. The cough has tired me. I feel as if I could sleep.

Jane : Good night, Helen.

Helen : Good night, Jane.

[Helen dies that night. The school improves. Jane spends eight years in the school, six years as pupil and two years as teacher. Jane wants liberty and becomes half desperate. She advertises in 'The Herald' for situations. A week later, she has received a letter from Mrs. Fairfax, Thornfield. Jane leaves Lowood and goes to Thornfield.]

At Thornfield

Mrs. Fairfax : How do you do, my dear? I am afraid you have had a **tedious** ride. You must be cold. Come to the fire. Do sit down.

Jane : Thank you madam. Don't trouble yourself much.

Mrs. Fairfax : Oh, it's no trouble. You have brought your luggage with you, haven't you, my dear?

Jane : Yes madam. Shall I have the pleasure of seeing Miss. Fairfax tonight?

Mrs. Fairfax : Miss. Fairfax. Oh, you mean Miss. Adela! Adela is the name of your future pupil.

Jane : Indeed. Then she is not your daughter?

Mrs. Fairfax : No, I have no family. She is Mr. Rochester's ward. But I will not keep you sitting up late tonight. Come, I will show you your bedroom.

[Jane takes rest and sleeps well at night. She wakes up early in the morning and goes out for a walk.]

Mrs. Fairfax : What? Out already? You are an early riser. How do you like Thornfield?

Jane : I like it very much.

Mrs. Fairfax : Yes. It's a pretty place.

[Miss. Adela comes running up the **lawn** followed by her attendant Miss. Varens.]

Mrs. Fairfax : Here she comes. Good morning Miss. Varens.

Miss. Varens : Good morning, Mrs. Fairfax.

Mrs. Fairfax : [To Adela]Come and speak to the lady who is going to teach you in future.

Miss. Adela : Good morning, Miss. Jane.

Jane : Good morning. Come here. [Adela crosses to her.]You are beautiful. Tomorrow we will begin our lessons and learning.

Miss. Adela : Our learning?

Jane : Yes. We will take walks through the fields that surround Thornfield and we will learn about nature, animals and the flowers. We will study all we can that isn't in books and all we can that is. And we will paint.

Miss. Adela : Paint, Miss. Jane?



Jane : Yes, paint. I believe that art is the window of the soul. Do you like to draw, Miss. Adela?

Miss. Adela : Yes Miss. Jane. I do it all the time. I can sing and dance also. Shall I?

Miss. Fairfax : Adela, you have many weeks and many months to entertain Miss. Jane. Now you go to your room.

Jane : Yes, I will look forward to the entertainment eagerly. [Miss. Varens and Adela leave.]

[Jane starts teaching Adela and leads a new life in Thornfield.]

Charlotte Bronte

Discuss and Answer

1. Why does Jane want to go to school or learn anything in the first place?
2. Why does education become such an important issue for her as a child?
3. What does Jane's education at Lowood prepare her to do?

Chew on This

Try on an opinion or two and start a debate

In Jane's childhood, education takes the place of every single one of her emotional and physical needs—food, shelter, family, and friendship. Because Jane initially learns to understand the world in terms of a teacher—student relationship, all her friendships have some master—pupil tinge to them.

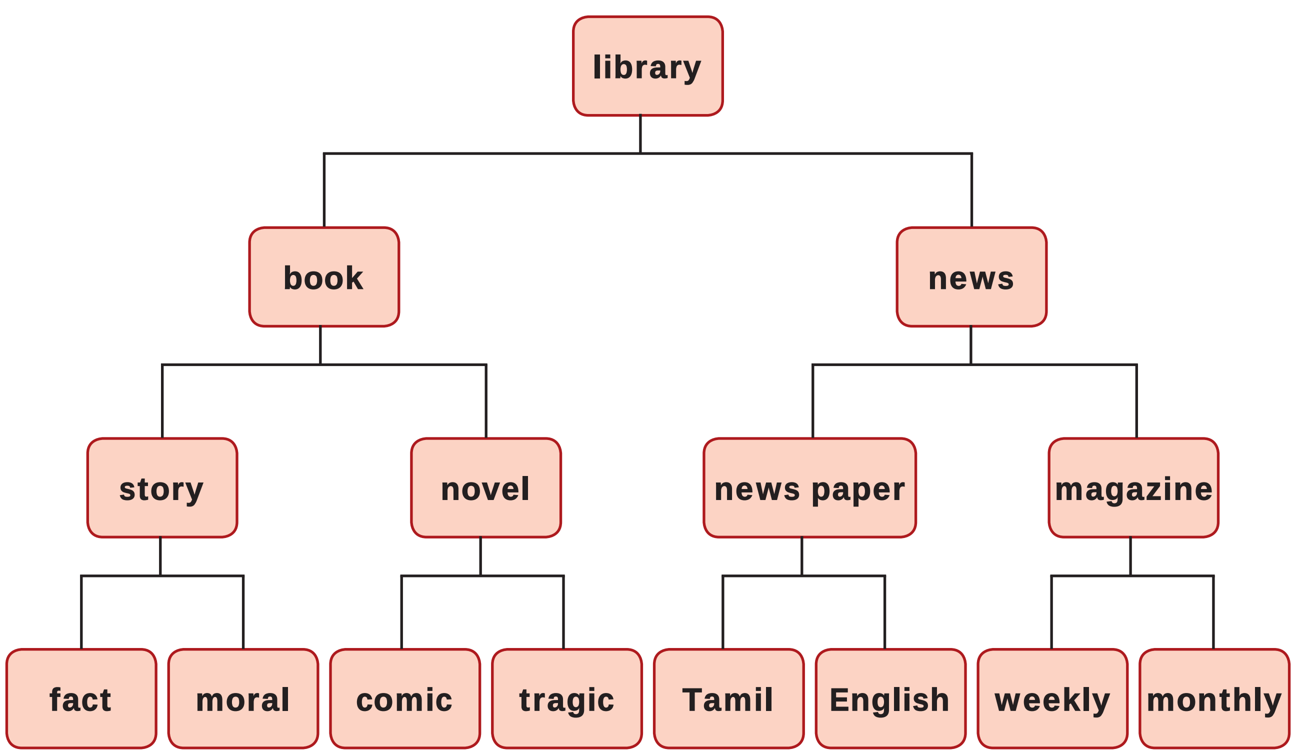
L2J4R7

VOCABULARY

Semantic Map

A. Read the list of words. Write down all the words related to those words. Create a "map" using a graphic organizer and discuss it in groups. One is done for you.

library	building	garden	student
teacher	advertisement	animal	art



Vocabulary Frame

B. Look at the list of words. Read the instructions and make Vocabulary Frames.

notice	hide	quarrelling	quickly
tired	wide	pretty	threw

Top Right Corner : Write the word's definition.

Top Left Corner : Write the word's opposite.

Lower Left Corner : Write a sentence that uses the definition of the word.

Lower Right Corner : Draw a graphic to help you visualize the concept.

In the Centre : Write the word.

obedience

Playful misbehaviour

Mischief



Ragu is a mischievous boy

Syllable

C. Fill in the table with monosyllabic, disyllabic and trisyllabic words from the play 'Jane Eyre'.

Monosyllabic Words	Disyllabic Words	Trisyllabic Words
ten	servant	dependant

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LISTENING

D. Listen to the conversation between a father and daughter and say whether following statements are true or false.

L6Z5K7

1. Dad hasn't been to this fishing spot since last year.
2. Dad used to go fishing with his father.
3. Dad has talked a lot about this fishing spot in the past.
4. The daughter also loves to fish.
5. Dad says his daughter MUST fish.
6. The daughter is going to cook the fish.
7. Dad's fishing place hasn't changed since he was a boy.

SPEAKING

E. Imagine that below are some of the paintings of Jane Eyre. Discuss with your partner and describe the paintings.






Role play

F. Put students into groups of three and let them act as Jane.

Student A: You are Jane. You live with the Reeds. Tell the other students about your life there.

Student B: You are Jane. You have been at Lowood School for a few months. Tell the other students about your life there.

Student C: You are Jane. You are eighteen. You are going to work at Thornfield Hall as a teacher. Tell the other students about your hopes for your life.

After this, decide who is the unhappiest of the three 'Janes'.

READING

G. Read the story and fill in the grid by ticking each character's qualities.

Discuss in pairs to rate the characteristic and give marks from 1 to 10 depending on the grade of each quality.

Justify your views in one or two sentences.

Characteristics	Jane Eyre	Mrs. Reed	Bessie	Helen Burns	Miss. Temple
arrogant					
bitter					
caring					
courageous					
cruel					
emotional					
friendly					
kind					
sensitive					
rich					
poor					
patient					
self-disciplined					
unjust					

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WRITING

H. Arrange the jumbled sentences and write a paragraph. Use appropriate conjunctions.

Jane Eyre is an orphan.

She lives with her aunt Mrs. Reed.

Mrs. Reed does not like Jane because Jane is not her daughter.

Jane's uncle Mr. Reed likes Jane, but he dies.

He makes Mrs. Reed promise to take care of Jane, but instead she sends Jane away.

Jane is ten years old, she is sent to Lowood school.

Jane graduates and stays there to teach.

She leaves for Thornfield, where she is a governess.

She is very happy there.

I. Read scene I. Discuss with your partner what Mrs Reed might write about Jane in her letter to the owner of a school. Now complete her letter to Mr. Brocklehurst.

Gateshead Hall, Gateshead

Northumberland

Mr Brocklehurst

Lowood Institution

Lowood

Durham

Dear Sir,

I understand that you have a school for ---------------------------------
----

------------------------------.

Yours sincerely,

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GRAMMAR

Z2Q7G6

Determiners

J. Read the passage. Choose between a little, a lot of, a few, few, fewer, many and much to fill in the gap.

DON'T CALL US, WE'LL CALL YOU!

Two years ago, I moved to a new neighbourhood. There seemed to be very ------people in this area without telephones, so I expected to get a new phone quickly. I applied for one as soon as I moved into my new house. 'We aren't supplying ------------- new phones in your area', an engineer told me. '---------- people want new phones at the moment and the company is employing ------------ engineers than last year so as to save money. A new phone won't cost you ---------------- money, but it will take ---------------- time. We can't do anything for you before December. 'You need -------------------- patience if you're waiting for a new phone and you need --------- friends whose phones you can use as well. Fortunately, I had both. December came and went, but there was no sign of a phone. I went to the company's local office to protest. 'They told me I'd have a phone by December,' I protested. 'Which year?' the assistant asked.

Perfect Tenses

K. Read the Time Line of Harish. Write sentences using the present perfect tense.

- 1971 – Harish is born in Maduari.
- 1976 – Harish and his family move to Chennai.
- 1993 – Harish finishes college and starts working for Indian Oil.
- 1996 – Harish is promoted as a manager at Indian Oil.
- 1997 – Harish meets Amina.
- 2000 – Harish and Amina get married.
- 2001 – They have a child.

1. --
2. --
3. --
4. --
5. --

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L. Read the following passage and fill in the blanks with the correct form of the verb.

Where had I gone? What had I done?

What had I seen?

I ------- never ------- (see) such beautiful sights before I visited Paris in 2012. I -----------------(save) money for five years before I booked my trip to Paris. I was very excited! Before my trip to Paris, I --------- never ----------(be) out of India.

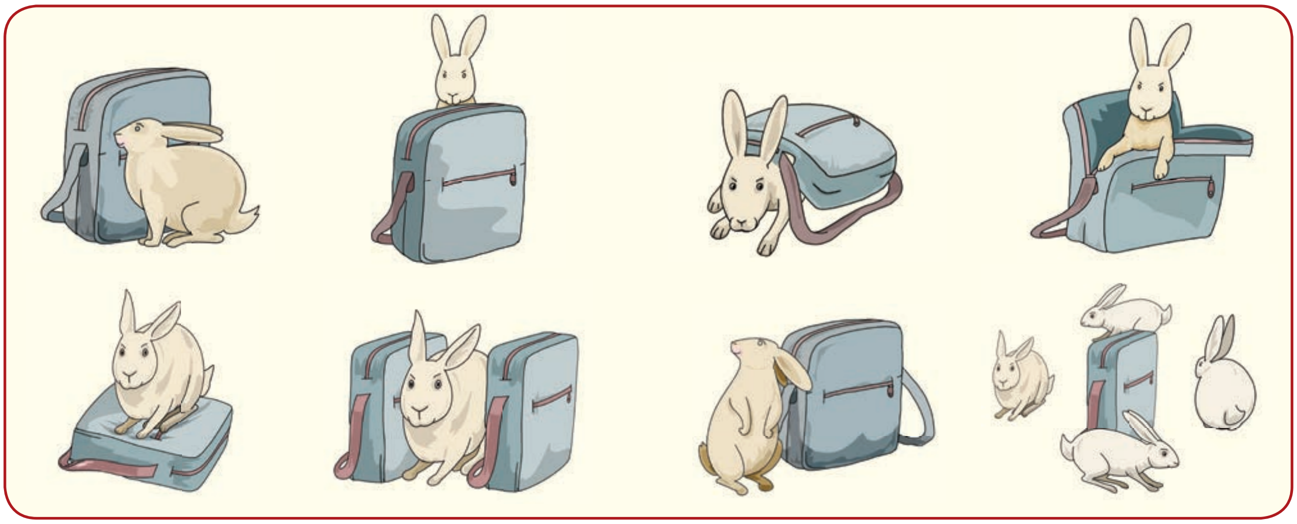
When I went to Paris, I spent many days touring the city. The city was big. Sometimes I got lost and asked for directions. I asked for directions in French. That was easy because I -----------------(study) French for two years before I visited Paris.

By the time I left Paris, I -------------- (tour) many beautiful places. The Eiffel Tower, the Notre Dame Cathedral, and the Luxembourg Gardens were just a few of the places I saw. Before I visited Paris, I -------- only ---------(see) those places on television.

Prepositions

M. Look at the picture and write eight sentences using prepositions.

Where is the rabbit?



1. --.
2. --.
3. --.
4. --.
5. --.
6. --.
7. --.
8. --.

Comparative and Superlative Survey

N. Answer the questions below. Write your answers in the second column of the table.

a. How old are you?

b. How tall are you?

c. What bicycle do you have?

d. How many languages do you speak?

e. At what time do you usually wake up?

f. How far is your home from school?

	You					
Age						
Height						
Bicycle						
Number of Languages						
Wake Up Time						
Distance to School						

O. Work in groups of six. Write the other students' names at the top of the table. Interview each student using the above questions and complete the table with their answers.

When you have all the answers, use the results to write three comparative and three superlative sentences about the students in your group.

Examples:

I am the oldest in my group.

My bicycle is more colourful than Jane's bicycle.

1. ---
2. ---
3. ---
4. ---
5. ---
6. ---

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Passive Voice

P. Read the following article about the amazing similarities between the assassination of John F. Kennedy and Abraham Lincoln; then underline the passive forms.

Abraham Lincoln was elected to Congress in 1846. Voters elected John F. Kennedy to Congress in 1946.

Lincoln was elected president in 1860. Voters elected Kennedy president in 1960.

Both men were particularly concerned with civil rights.

Both wives lost their children while living in the White House.

Lincoln was shot on a Friday. Someone shot Kennedy on a Friday.

Lincoln was shot in the head. The gunman shot Kennedy in the head.

Lincoln's secretary was called Kennedy. Kennedy's secretary was called Lincoln.

Lincoln was assassinated by a Southerner. A Southerner assassinated Kennedy.

Lincoln was succeeded by a Southerner named Johnson. A Southerner named Johnson succeeded Kennedy.

Andrew Johnson, who succeeded Lincoln, was born in 1808.

Lyndon Johnson, who succeeded Kennedy, was born in 1908.

John Wilkes Booth, who assassinated Lincoln, was born in 1839. Lee Harvey Oswald, who assassinated Kennedy, was born in 1939.

Both assassins were known by their three names and both names are composed of fifteen letters.

Lincoln was shot at a theatre named "Ford". The gunman shot Kennedy in a car called a "Lincoln" that the company Ford made.

Booth ran from the theatre and was caught in a warehouse. Oswald ran from a warehouse and the police caught him in a theatre.

Booth was assassinated before his trial. Someone assassinated Oswald before his trial.

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Reported Questions

1. Jane told Bessie that she would hide herself in the library with Uncle Reed's book.
2. John ordered Jane to come there when he called her.
3. Eliza asked Jane what she was doing then.
4. Mrs. Reed told Bessie to take her away to the red room and lock her in there.
5. Miss. Temple asked Jane whether she could read and write.
6. Miss. Miller asked Miss. Temple where she should put Jane.
7. Jane asked Helen why they called it an institution.
8. Helen asked Jane why she had come there.
9. Jane asked Mrs. Fairfax whether she would have the pleasure of seeing Miss. Fairfax that night.
10. Miss. Adela told Jane that she could sing and dance also.

CONNECTING TO SELF

R. Case Study

- In Charlotte Bronte's day, many orphans were sent to institutions like Lowood.
- Conduct research to find out what options exist today for children without parents.
- Refer books and Internet resources as well as children's services department in India.
- Then, prepare two or three case studies, or profiles, using made-up names, that present typical situations.

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PROJECT

S. Look at the story board. Read the captions given under each frame. Fill the bubbles and complete the story board.

- Create your own story board for the scene 'At Thornfield'.
- Make a power point presentation using the story board.



Jane and Mrs. Reed are in the red room arguing. This event leads to Mrs. Reed sending Jane to Lowood.



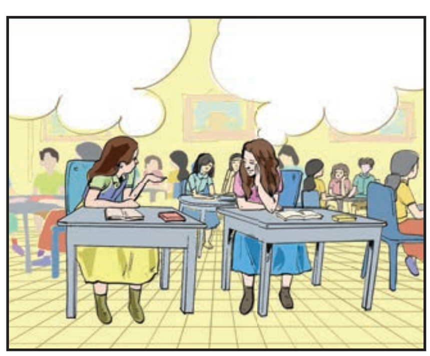
Jane leaves the Reeds in Gateshead and is sent to Lowood. At this time, Jane isn't aware that Lowood is a school for orphans.



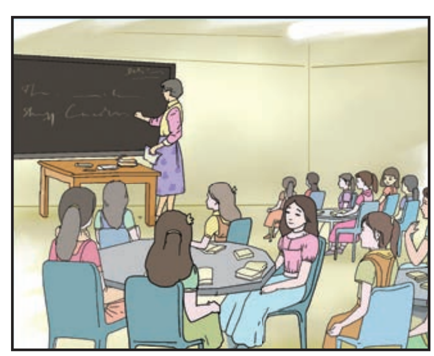
Jane is on her way to Lowood.



Jane arrives at Lowood.



Jane meets Helen at Lowood shortly after she arrives.



Jane is in class in Lowood.

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Listening Passages

Unit 1

(The deep depression over the Bay of Bengal became cyclone 'Gaja' on Sunday. North Tamil Nadu and Puducherry are likely to get good rains on November 14 and 15, Indian Meteorological Department officials said. The cyclone'Gaja' lay 840 km east of Chennai and 880 km east of Nagapatinam. It is likely to become a severe storm in the next 24 hours.)

Unit 2

Announcement 1

Pre-boarding Announcement

Good afternoon passengers. This is the pre-boarding announcement for flight 89B to Rome. We are now inviting those passengers with small children, and any passengers requiring special assistance, to begin boarding at this time. Please have your boarding pass and identification ready. Regular boarding will begin in approximately ten minutes. Thank you.

Announcement 2

Final Boarding Announcement

This is the final boarding call for passengers Alex and Ruskin Collins booked on flight 372A to New Delhi. Please proceed to gate 3 immediately. The final checks are being completed and the captain will order for the doors of the aircraft to close in approximately five minutes. I repeat. This is the final boarding call for Alex and Ruskin. Thank you.

Announcement 3

Pre-flight Announcement

Ladies and gentlemen, welcome onboard Flight 4B7 with service from Chennai to San Francisco. We are currently third in line for take-off and are expected to be in the air in approximately seven minutes. We ask that you please fasten your seat belts and secure all baggage underneath your seat or in the overhead compartments. We also ask that your seats and table trays are in the upright position for take-off. Please turn off all personal electronic devices, including laptops and cell phones. Smoking is prohibited for the duration of the flight. Thank you for choosing Indian Airlines. Enjoy your flight.

Unit 3

Dad : This is going to be a great camping trip. I haven't been to this mountain since

I was a young boy. Oh, I remember how peaceful it was and how great everything smelled. And the fishing was fantastic! My brother and I used to catch huge fish and fry them over the fire.

Daughter: Yeah, Dad, we've heard this story since we were babies. We know- peaceful scenery, good smell, fish, everything. I'm glad we're finally going to go so you can relive your old memories. You aren't going to make me fish with you though, are you?

Dad : Of course you are going to fish. You'll love it! Putting the worm on the hook... standing out in the cold water... waiting until the fish take a bite. Hmm... on second thought, maybe you won't like it so much. Why don't you just cook the fish for tonight's dinner?

Daughter: I guess I could do that. Anyway, when are we going to be there? I feel like we've been driving for hours.

Dad : It's just around this corner. You'll really love it. Hey, wait a minute! What's this shopping center doing in my old fishing spot?

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Prose

Journey by Train - Jules Verne

A Story of Self Sacrifice and Bravery -

Poem

Sea Fever - John Masefield

Courage - Edgar Albert Guest

Supplementary

Sindbad – My First Voyage -

Man Overboard - Vasantha Murthi

Play

Jane Eyre - Charlotte Bronte

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